DOCUMENT RESUME

ED 198 191 UD 020 946

AUTHOR Kumagai, Gloria L.
TITLE Integrating Cultural Diversity into Non-Sex-Biased Curriculum. Final Program Performance Report.
INSTITUTION Saint Paul Public Schools, Minn.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
PUB DATE 29 Mar 80
GRANT G007703018
NOTE 134p.: Program CFDA Number 13.565. Names of participants in workshops have been deleted in order to protect their privacy.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Curriculum Development: Curriculum Research: Elementary Secondary Education: Ethnic Studies: *Females: *Inservice Teacher Education: Instructional Materials: Material Development: *Minority Groups: *Multicultural Education: Program Development: Program Evaluation: Womens Studies: Workshops

ABSTRACT

The Integrating Cultural Diversity into Non-Sex-Biased Curriculum project focused on training teachers and developing instructional materials for teaching elementary and secondary level students about minority group women. This report describes the final phase of the project. The project staff conducted inservice training workshops and developed materials for teacher-training and classroom use. Included in this performance report are project staffing patterns data, dissemination information, the project evaluation, a description of the problems experienced during project implementation, and a list of project products. The appendices include the first year evaluation report, the initial program performance report, project newsletters, evaluation instruments, and the project brochure. (MK)

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# FINAL PROGRAM PERFORMANCE REPORT

FOR

# INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULUM

GLORIA L. KUMAGAI
PROJECT DIRECTOR

MARCH 29, 1980

PROGRAM CFDA NO.: 13.565
GRANT NO.: G007703018

US DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TABLE OF CONTENTS

Project Staffing Patterns..... 1

Final Program Performance Report..... 3

Work Accomplished to Date..... 3
Dissemination of Information on Project..... 6
Project Evaluation..... 8
Second Year Evaluation Report..... 10
First Year Program Follow-Up Evaluation Report..... 58
Problems Experienced by Project..... 69
Project Products..... 71

Appendices
A - First Year Program Performance Report
B - Initial Program Performance Report
C - Project Newsletters (April, 1979 through December, 1979)
D - Evaluation Instruments
End of Year Progress Report for Lesson Plans
Final Progress Report
Final Evaluation Form
E - Project Brochure

## PROJECT STAFFING PATTERNS

I. Project Staff

A. As of September 30, 1979, the individuals employed by the project were:

1. Gloria L. Kumagai - Asian/Pacific Islander, female; Director (.75 F.T.E.), $15,000/year.

2. Walker J. Foster, III - Black, male; Research Assistant (1.0 F.T.E.), $562.50 bi-weekly.

3. Anita Faber Spencer - Black, female; K-12 Curriculum Specialist on Minority Women (1.0 F.T.E.), $805 bi-weekly.

4. Kathleen M. Zusan - White, female; Clerk-typist (1.0 F.T.E.), $338.34 bi-weekly.

B. From October 1, 1979 through December 31, 1979, the project budget did not pay for any salaries (no-cost extension of project for three months.)

II. Consultants

A. Consultants utilized in filmstrip development:

1. Associated Images:

a. Production of slide-tape/filmstrip on American Indian women. Fee: $3200.

b. Production of slide-tape/filmstrip on Black women. Fee: $3500.

c. Revision of slide-tape/filmstrip on Black women. Fee: $2015.

d. Revision on five slide-tapes for filmstripping. Fee: $200.

2. Marie Caples - Black, female; provided seven additional historical drawings for the slide-tape/filmstrip on Black women. Rate of pay: 14 hours x $12.50/hour = $175.

3. Dionisa C. Coates - Hispanic, female; provided narration for slide-tape/filmstrip on Hispanic women. Rate of pay: 2 hours x $12.50/hour = $25.

4. Jo Ann Enos - Hispanic, female; provided consultation services in the development of the slide-tape/filmstrip on Hispanic women. Rate of pay: 2 hours x $12.50/hour = $25.

5. Sharon Day Garcia - American Indian, female; provided consultation services in the development of the slide-tape/filmstrip on American Indian women. Rate of pay: 5 days x $100/day = $500.

6. Rebecca Garay Heelan - Hispanic, female; provided consultation in the development of a script for slide-tape/filmstrip on Hispanic women and provided narration. Rate of pay: 7 days x $50/day = $350.

7. Teresa Mardenborough - Black, female; provided narration for revised slide-tape/filmstrip on Black women. Rate of pay: 2 hours x $12.50/hour = $25.

8. Betty Spencer - Black, female; provided narration for revised slide-tape/filmstrip on Black women. Rate of pay: 2 hours x $12.50/hour = $25.

9. Bonnie Wallace - American Indian, female; provided narration for slide-tape/filmstrip on American Indian women. Rate of pay: 2 hours x $12.50/hour = $25.

10. Ben Wong - Asian/Pacific Islander, male; provided 2 additional illustrations for the slide-tape/filmstrip on Asian American women; provided historical drawings for the slide-tape/filmstrip on American Indian women; provided historical drawings for the slide-tape/filmstrip on Hispanic women; and provided contemporary drawings for slide-tape/filmstrip on Black women. Rate of pay: 66 hours x $12.50/hour = $825.

B. Consultants utilized in various project activities:

1. John E. Bowers - White, male; provided consultation services on evaluation to project staff; analyzed data, and wrote second-year evaluation report. Rate of pay: 10½ days x $100/day = $1050.

2. Donna Jones - Black, female; did one session on racism and sexism for senior high students. Rate of pay: 1 hour x $15/hour = $15.

3. Frank McCray - Black, male; reviewed and provided technical assistance in the development of the final version of the teacher training manual. Rate of pay: 1 day x $100/day = $100.

4. Dr. George Redman - White, male; reviewed and provided technical assistance in the development of the final version of the teacher training manual. Rate of pay: 2 days x $100/day = $200.

5. Sharon Shiraiwa - Asian/Pacific Islander, female; provided consultation services in developing final version of the annotated bibliography on minority women. Rate of pay: 13 days x $50/day = $650.

C. All consultant fees are in accordance with district policies and guidelines.

## FINAL PROGRAM PERFORMANCE

I. Work Accomplished to End of Project

This section of the final report covers the work done from April 1, 1979 through December 31, 1979 to meet second year project objectives. Parts of the first year and initial program performance reports without their appendices are found in Appendices A and B of this report.

A. Objective 2.1: By December 31, 1979, the collaborative training model with process and content components for integrating cultural diversity into non-sex-biased curriculum will be refined and field tested by project staff and participating educators. Activities done to meet this objective:

1. Project staff developed a refined model of in-service training for three days focusing on increasing awareness about sexism, racism, and minority women and developing curriculum development skills for integrating the history, heritage, and contributions of minority women into their classroom curricula. This model was field tested during the in-service workshops held from November, 1978 through March, 1979. On May 22, 1979, participating elementary teachers met for a final day of sharing project experiences, lesson plan revising/editing, providing feedback to project staff about their teaching of integrated curriculum, and post testing of teacher attitudes and knowledge. Participating secondary teachers met on May 26, 1979. The summary of post-test teacher data is found in the second-year evaluation report.

2. The field-test copy of the Teacher Training Manual that contains information basic to the workshop was revised to include the modifications made based upon workshop evaluations and field testing experiences. A revised version of the Teacher Training Manual was compiled during August and September, 1979.

3. The final field testing of the manual was done on October 3, 4, and 5, 1979. Ten K-12 teachers participated and two former project participants assisted project staff in field testing the revised manual.

4. The Teacher Training Manual was finalized during November and December, 1979. Feedback was also obtained from reader consultants Dr. George Redman, Education Department Chairperson, Hamline University; Frank McCray, Human Relations, Roseville Area Schools; Sharon Shiraiwa, Asian American Curriculum Specialist, St. Paul Public Schools; and Linda Garrett, K-12 Curriculum Specialist on Minority Women, W.E.E.A. Project, St. Paul Public Schools.

5. The in-service training model developed by the project is in the form of a detailed teacher training manual. This project product was forwarded to the Women's Program Staff in February, 1980.

6. A total of seventy educators representative of grades K-12 participated in this component of the project. Both Roseville Area Schools and St. Paul Public Schools were involved. Project participants were recruited through the project's monthly newsletter, personal contacts, and notices/brochures sent to all staff members of participating institutions.

7. Two one-day workshops were held in April -- one for elementary educators and the other for secondary teachers. Project staff attempted to modify the in-service model to a one-day session as an alternative to the three-day session. However, the modification did not permit enough time to develop awareness and skills for developing lesson plans on minority women. Consequently, a one-day in-service session was not incorporated into the final version of the Teacher Training Manual.

B. Objective 2.2: By December 31, 1979, the developed culturally diverse non-sex-biased curriculum packets/resource guides will be field tested by project staff and participating educators. Activities done to meet this objective:

1. All participating second-year educators field tested lesson plans in the curriculum guides developed as a result of first-year project activities. Due to their feedback about key concepts, one concept, inequality, was omitted in lesson plan development since it was easily confused with the concept, discrimination. Lesson plans were revised by their developers after field testing when necessary.

2. Students of participating teachers were pre- and post tested in regard to their knowledge of and positive attitudes toward minority women. A description and examples of instruments are found in the initial program performance report.

3. Teachers finished pre-testing control and experimental students' knowledge of and positive attitudes toward minority women in April, 1979.

4. By June 6, 1979, participating students had been post tested. During the second year, approximately 1500 students in grades K-12 participated in this component.

5. Participating teachers logged their experiences in teaching culturally diverse non-sex-biased curriculum through a progress report form and a final report form. A summary of their responses can be found in the evaluation section of this report.

6. Project staff edited and revised lesson plans for inclusion in the final versions of the Elementary Curriculum Guide and the Secondary Curriculum Guide during June, July, and August. These project products were forwarded to the Women's Program Staff in February, 1980.

C. Objective 2.3: By December 31, 1979, multi-media materials, i.e. a series of slide-tapes/filmstrips, which document the role of minority women in current issues pertinent to women will be completed and available for dissemination. Activities done to meet this objective:

1. Project staff developed two slide-tapes/filmstrips during June, July, and August, 1979. One was on American Indian women and the other on Hispanic women. These slide-tapes were field tested during October and November. Final revisions were made in December.

2. The slide-tape/filmstrip, Not About To Be Ignored, on Black women was revised in September based on field testing evaluations. The script was shortened and re-written to include contemporary notable Black women. In addition, the narration was done in a presentation rather than story-type style.

3. The slide-tapes/filmstrips on women of color and Asian American women were finalized in September, 1979.

4. On September 25, 1979, all five slide-tapes were shown at a media preview session. Staff from Hamline University, University of Minnesota, Roseville Area Schools, and St. Paul Public Schools were invited to attend the session.

5. A filmstrip user's guide was finalized during October and November. Feedback from field-test evaluations by users and viewers as well as the workshop model's objectives and content was utilized in creating and revising the guide.

6. The following audiovisual products were forwarded to the Women's Program staff in February, 1980:

   a. Filmstrip User's Guide

   b. Five slide-tapes/sound filmstrips:

      1. America's Women of Color: Past, Present, and Future presents an overview of the American Indian, Asian American, Black and Hispanic women in America as compared to white women. It discusses employment, historical figures, stereotyping, and issues of concern to both minority and non-minority women.

      2. American Indian Women covers traditional and present-day roles of American Indian women. It also presents current concerns of American Indian women.

3. Asian American Women gives an overview of Asian American history and early Asian women; cultural traditions and values; stereotypes; and present-day concerns.

4. La Mujer Hispana: Mito y Realidad/The Hispanic Woman: Myth and Reality presents information on three groups of Hispanic women: Chicanas, Cubanas, and Puertorriqueñas. Topics included are historical roles and areas of involvement.

5. Not About To Be Ignored provides an overview of Black women in America in the past and present.

D. Objective 2.4: By December 30, 1979, annotated bibliographies of books, materials, and research abstracts developed during the first year will be updated by project staff for final dissemination. Activities done to meet this objective:

1. The annotated bibliography of books and materials developed during the first year was updated in June and July, 1979.

2. The updated bibliography and research abstracts publication (updated in December, 1978) were consolidated into one major annotated bibliography on minority women. It contains elementary, secondary, and post-secondary/teacher resources. Both print and non-print resources are annotated.

3. Minority Women: An Annotated Bibliography was completed in final format in December, 1979 and forwarded to the Women's Program Staff in February, 1980.

II. Dissemination of Information on Project

A. Project staff was involved in numerous activities in an effort to disseminate information about the project, Integrating Cultural Diversity into Non-Sex-Biased Curriculum, and generate enthusiasm for its products. Following is a schedule of presentations made by staff during the last nine months of the project:

| | |
|---|---|
| April 4, 5, 1979: | Presentation at St. Paul Schools' Workshop for Intercultural Non-Sex-Biased Education Committees. |
| April 27, 1979: | Presentation to Highland Junior High, St. Paul Public Schools. |
| May 14-16, 1979: | Presentation of slide-tape/filmstrips on women of color and Asian American women at W.E.E.A. Project Directors' Meeting, Washington, D.C. |

| | |
|---|---|
| May 30-June 3, 1979: | Materials display at National Women's Studies Association Conference, Lawrence, Kansas. |
| June 14, 1979: | Presentation to human relations class, Hamline University. |
| June 20, 1979: | Presentation to Born Free Seminar, University of Minnesota. |
| July 30-August 1, 1979: | Audiovisual display at W.E.E.A. Project Directors' Meeting, Washington, D.C. |
| August 20, 1979: | Presentation to Prairie Farm School District; Prairie Farm, Wisconsin. |
| August 29, 1979: | Presentation at Social Studies Teachers Meeting, St. Paul Public Schools. |
| August 30, 1979: | Presentation at Minnesota's Region 11 Workshop on Sex Equity, State Department of Education. |
| September 25, 1979: | Media Preview Session. |
| November 2, 1979: | Presentation to Johnson High School, St. Paul Public Schools. |
| November 6, 1979: | Presentation to reading class at Parkway Elementary School, St. Paul Public Schools. |
| November 8, 1979: | Presentation at In-Service Course, Human Relations for Civil Service Workers, St. Paul Public Schools. |
| November 20, 28, 1979: | Presentation to Social Studies classes at Brown House, St. Paul Public Schools. |
| November 27, 1979: | Presentation to Eastern Heights Elementary School and Social Studies/English class at Mounds Park Junior High, St. Paul Public Schools. |

B. In October and November, project staff assisted in state-wide workshops conducted by the Sex Desegregation Project, State Department of Education. These workshops focused on eliminating sex bias in curriculum. Dates and places were:

| | |
|---|---|
| October 12, 1979: | Thief River Falls |
| October 16, 1979: | Duluth |
| October 23, 1979: | Fergus |
| October 26, 1979: | Alexandria |
| October 31, 1979: | Marshall |
| November 2, 1979: | Mankato |
| November 9, 1979: | Rochester |
| November 16, 1979: | St. Paul |

C. In addition, the staff published a monthly newsletter, "Minority Women's Focus." This newsletter was distributed to all staff members of St. Paul and Roseville Area Schools as well as faculty members of the University of Minnesota, Hamline University, and those individuals/organizations who have indicated an interest in the project. As of October, 1979, the newsletter also contained information about St. Paul Schools' new W.E.E.A. project, Developing Multi-Media Curriculum Aids for Teaching About Minority Women. Copies of the newsletters from April through December are found in Appendix .

III. Project Evaluation

A. First Year Evaluation

Evaluation activities are documented in the "First Year Annual Progress Report" for the project, Integrating Cultural Diversity into Non-Sex-Biased Curriculum.

B. Second Year Evaluation

1. All project acitivities were evaluated. Weekly staff meetings were held to assess progress and facilitate implementation of project activities.

2. From April 1, 1979 through December 31, 1979, the following evaluation activities were conducted:

a. Participating educators were post-tested in May in regard to their positive attitudes toward and knowledge about minority women.

b. Pre- and post-testing of control and experimental students was completed. Students were pre- and post-tested as to their positive attitudes toward and knowledge about minority women.

c. Locally developed instruments were tested for reliability. These included the following:

1. W.E.E.A. Questionnaire #2
2. SAS - Secondary
3. SASW-W
4. Secondary Knowledge Survey

Results of the test-retest reliability situations are found in the following section.

d. Participating educators evaluated their experiences in project activities through progress and final reports.

e. The slide-tapes/filmstrips were evaluated by viewers through a field-testing questionnaire.

f. The curriculum guides, annotated bibliography, and research abstracts developed during the project's first year were evaluated by users.

g. Follow-up of first year participating educators in regard to teacher usage of project products and integration of their curricula was conducted during April, May, and June.

h. Follow-up of a random sample of first year participating students was conducted during April, May, and June.

i. Analysis of data collected from students and teachers was accomplished from June through September.

j. The second year evaluation report was written by an evaluation consultant. It, as well as the follow-up study on first-year participants, is found in the following section. Instruments not included in the appendices of former project reports are found in Appendix D of this report. They are:

1. End of Year Progress Report for Lesson Plans
2. Final Progress Report
3. Final Evaluation

SECOND YEAR EVALUATION REPORT FOR
INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULUM
A WOMEN'S EDUCATIONAL EQUITY ACT PROJECT

## Introduction

This is an evaluation report for the second year of the Women's Educational Equity Act (WEEA) project located in Saint Paul, Minnesota. This project is funded by the Women's Educational Equity Program in the U.S. Office of Education and it is directed by Ms. Gloria Kumagai. Other staff included one curriculum specialist, a research assistant, and a project secretary. The WEEA resource center was located at Highland Park Elementary School during the first two years of the project; it has recently moved to Homecroft Elementary School.

The goal of this WEEA project is to develop a collaborative teacher training model for integrating non-sex-biased curriculum dealing with minority women into regular classwork in grades Kindergarten through twelve. Specific objectives for the second year are:

- To refine and field test the collaborative training model (with process and content components for integrating cultural diversity into non-sexed-biased curriculum).
- To field test curriculum packets and resource guides (the teacher training guide and the two curriculum guides).
- To complete filmstrips ready for dissemination.
- To update the annotated bibliography.

## Project Overview

Through workshops, teachers are introduced to concepts and materials dealing with institutional racism and sexism; with their social effects; and with the culture, history, and present-day concerns of minority women. Through their workshops and their application of the center's resources and project-developed materials, teachers learn to analyze classroom curricula in terms of racism and sexism (e.g., in terms of omissions, stereotyping, inaccuracies, displacement of blame to the victim, denial, and tokenism), and they acquire skills to create and to implement short lesson plans

that focus on the key concepts of discrimination, inequality, similarities and differences, and stereotyping. Lesson units focus on four minority women groups--Asian American, Black, Hispanic, and American Indian.

Products developed by the project staff include a Teacher Training Manual, an Elementary Curriculum Guide, a Secondary Curriculum Guide, an annotated bibliography titled Minority Women: Research Abstracts, and a set of filmstrips. Second-year participants each selected lesson units appropriate for their grade level and content area from the curriculum guides and developed additional ones for implementation into their classes.

Although lesson units contain specific procedures for evaluating student learning, the project's second year evaluation plan also called for the evaluation of student outcomes using selected instruments administered before and after classroom implementation of the lesson units.

To summarize, this WEEA project accomplishes its objectives by developing workshop experiences that enable teachers to integrate lesson units dealing with minority women into their classrooms; as a result of exposure to these lesson units, students are to acquire new learning evaluated by lesson-specific measures and by selected instruments. The structure of the project is shown in Figure 1.

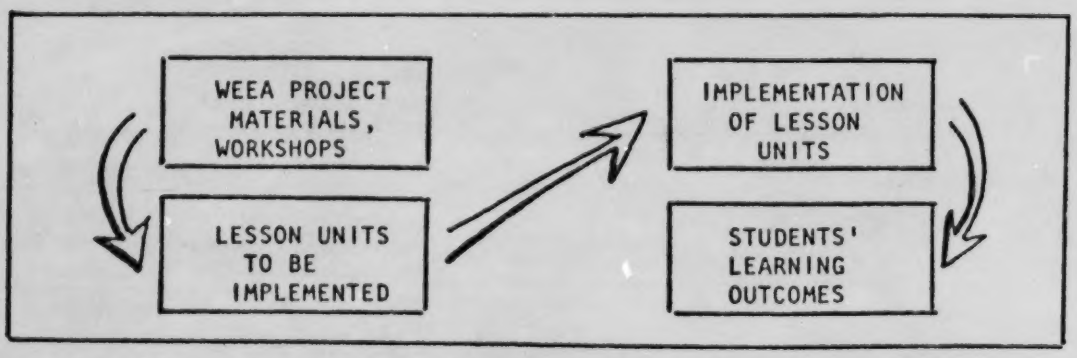
WEEA PROJECT MATERIALS, WORKSHOPS
LESSON UNITS TO BE IMPLEMENTED
IMPLEMENTATION OF LESSON UNITS
STUDENTS' LEARNING OUTCOMES

Figure 1. The structure of the WEEA project model. Workshop activities lead to the selection and development of lesson units dealing with discrimination, inequality, stereotyping, and similarities and differences with respect to Asian American, Black, Hispanic, and American Indian women. Lesson units are integrated within regular classrooms and lead to affective and cognitive learning outcomes for students exposed to them.

Evaluation Overview

This evaluation will consider the WEEA workshops, the WEEA project materials, lesson units implemented in the classrooms, the classroom implementation process, and student learning outcomes. The first two listed elements--the workshops and project-developed materials--will be treated under the general heading of teacher training. The next two elements--the three elements--lesson units, their implementation, and learning effects--are examined under the general headings of field testing.

Teacher Training. The evaluation will focus on the WEEA workshops and the project-developed materials used to train teachers and assist them in planning their implementation of lesson units.

- The WEEA Workshops. The general framework of the WEEA workshops will be described so that their structure is clear to the reader. In particular, workshop agendas and activities, as well as schedules will be presented. Participant ratings of the interest and usefulness of several workshop features were obtained, as well as participants' comments regarding positive and negative aspects of the project and the workshops. These will be summarized.

- WEEA Project Materials. As indicated, the WEEA project produced a teacher training manual, two curriculum guides, a bibliography, and five filmstrips. Each will be described in terms of their organization, content, and format.

Field Testing. The evaluation will focus on the lesson units implemented by teachers and on the process of their doing so; student learning outcomes are then assessed.

- Lesson Units. Workshop participants, as has been noted, selected lesson units from appropriate curriculum guides to implement in their classrooms. For those selected, the participants rated eight lesson unit features as good, fair, or poor; teachers also commented on each unit. Their ratings of these various features and their comments will be presented.

- The Implementation Process. Teacher participants completed a "final progress report" after they had completed their teaching of lesson units. This is in reality a teacher evaluation form focussing on the implementation process. It asked for teacher ratings and comments about strengths and weaknesses of the new curriculum that they had taught, student reactions, key concepts, use of resources, the value of the various project-developed materials, the utility of these items, how lesson plans were modified, and teaching time. The results of this teacher survey will be reported.

- Student Learning Outcomes. Affective and cognitive learning instruments were selected to measure student outcomes. Students taught the lesson units as well as control groups not taught the units were pre- and post-

tested on these instruments. The instruments varied for students in grades K through 3, 4 through 6, and 7 through 12. Measures will be described and results of the analysis of outcomes due to the lesson units reported.

For students in grades K through 6, specific lesson unit-related evaluation procedures were applied to measure student outcomes with respect to each unit. These results will be summarized and reported.

The following sections of this evaluation report will deal respectively with the workshop and the materials introduced to train teachers to integrate lesson units related to minority women, with the implementation process as this was perceived by teachers who actually integrated lessons into their classrooms, and with student learning outcomes. A final section will summarize the evaluation findings.

This part of the evaluation report will deal with the WEEA workshops conducted by project staff throughout the second year and with the materials and products developed and revised by the project during its first and second year.

The WEEA Workshops

This section considers workshop objectives, the workshop agenda, indicates workshop schedules and participants, and summarizes participant evaluations of workshops attended.

Objectives. The workshops conducted by project staff had four objectives, which were that participants will:

- Develop an awareness of institutional racism and sexism and their effects on individuals and groups in society.
- Develop an awareness and understanding of Asian, Black, Hispanic, and Indian minority women; and their histories, cultures, and present day concerns.
- Develop skills and strategies for assessing curriculum and integrating minority women into their classroom curricula.
- Develop action plans for further integration of their classroom curricula.

These objectives point to two kinds of changes which are to result from workshop participation. First, participants are to learn about institutional racism and sexism and how to apply that learning in the analysis of classroom curricula. Second, participants are to change their classroom instruction by introducing new curriculum about minority women into their classroom teaching activities.

Agenda Topics. Four three-day and four one-day workshops were held during the second year. Agenda topics covered during the three-day workshops were as follows:

- Day 1: Introduction and overview of the project; a presentation on institutional racism and sexism, with emphasis on definitions and a framework for application to the classroom; and a presentation on minority women.

- Day 2: A presentation on the analysis of racism and sexism, a presentation on the lesson unit format; a presentation with suggestions for integrating minority women and curricula into the classroom; a demonstration of integrated curricula (lesson units); and participant development of materials and curriculum for use in the classroom.

- Day 3: A preview and a review of materials on minority women for classroom use by the participants; further development of curriculum and materials for classroom use; and follow-up planning activities. At the conclusion of the three-day workshops, participants were requested to complete a workshop evaluation form.

One-day workshops covered these same topics, but not to the detailed extent of the three-day workshops. Two of the one-day workshops were at the post-secondary level, with participants being faculty and education students at Hamline University in Saint Paul, Minnesota.

Workshop Dates and Participants. Table 1 shows the dates for the various workshops and also indicates the nature of each workshop's participant group.

Table 1

WEEA Workshop Dates and Participants

| Type of Workshop | Dates | Participant Group |
|---|---|---|
| Three-day | 14-16 November | Saint Paul Public Elementary Teachers (N = 9). |
| Three-day | 16-18 January | Saint Paul and Roseville Public Elementary Teachers (N = 9). |
| Three-day | 23-25 January | Saint Paul Public Secondary Secondary Teachers (N = 5). |
| Three-day | 27 February - 1 March | Saint Paul and Roseville Public Secondary Teachers (N = 8). |
| One-day | 13 February | Hamline University Faculty (N = 8). |
| One-day | 4 April | Saint Paul Public and Parochial Elementary Teachers (N = 15). |
| One-day | 19 April | Saint Paul Public Secondary Teachers (N = 6). |
| One-day | 14 June | Hamline University Education Class (N = 6). |

Altogether, there were 66 participants in the eight workshops. There were 31 participants for the three-day workshops and 35 for the one-day workshops.

Participant Evaluations of the Workshops. Since the full impact of the WEEA model is expected to be exerted through the three-day workshops, evaluations of the workshops by the three-day workshop participants are summarized and discussed here.

Participants were asked to rate various workshop features and to provide comments regarding their perceptions of the workshops. Participants rated seven workshop features and presentations in terms of how they perceived them to be useful and interesting. Each rating was made on a five-point scale; i.e., ratings regarding usefulness were "not useful, slightly useful, useful, very useful," and "exceptionally useful." Scale values from "1" to "5" were respectively assigned to these ratings. The same categories and scale values were used for interest ratings.

The seven workshop features that were rated were shown in Table 2. These are the introduction to the resource center, presentations on racism and sexism, the presentation on minority women, the curriculum assessment procedures, the explanation of the curriculum model, the development of lesson plans, and resource center materials.

Table 2

Teacher Evaluations of Seven WEEA Workshop Features

(N = 31)

| Workshop Feature Rated | Average rating (from 1 to 5) for: Usefulness | Interest |
|---|---|---|
| Introduction to the resource center | 4.2 | 4.3 |
| Presentation: Racism and Sexism | 4.2 | 4.5 |
| Presentation: Minority Women | 4.3 | 4.4 |
| Curriculum assessment procedures | 3.6 | 3.5 |
| Explanation of curriculum model | 3.7 | 3.7 |
| Developing lesson plans | 3.9 | 3.9 |
| Resource center materials | 4.0 | 4.1 |

The seven workshop features were rated very highly, both in terms of usefulness and interest. The introduction and the presentations on racism and sexism and on minority women were the three features rated most highly; lowest ratings on both interest and usefulness were given to curriculum assessment procedures. The average ratings for all seven features were 4.0 for usefulness and 4.1 for interest -- these values correspond to ratings of "very useful" and "very interesting," respectively.

Participants also indicated their enthusiasm about attending the workshop, their optimism about the outcome of their attendance, and their anxiety about participation. The results are summarized in Table 3.

Table 3

Participant Attitudes Toward Workshop Attendance

| Participant reaction about: | Percentage indicating: | | | |
|---|---|---|---|---|
| | Very low | Low | Uncer-tain | Very high |
| Enthusiasm about attending workshop | 6 % | 6 % | 13 % | 75 % |
| Optimism about outcomes | 0 | 0 | 31 | 69 |
| Anxiety about participation | 14 | 50 | 9 | 27 |

The responses in Table 3 indicate that the workshops provided a strong motivational influence on the participants. Three-quarters of the participants expressed a "very high" enthusiasm for attending the workshop, approximately seven out of ten indicated a "very high" optimism about the outcomes of their participation, and 64 per cent indicated either "very low" or "low" anxiety about participation (however, about one-quarter indicated a "very high" anxiety level).

Teacher participants also indicated their degree of participation in terms of the roles they played--as key person, important person, an interested participant, an interested bystander, or not much of a participant--and their commitment to implement projects they would develop as a result of their workshop participation. Results are summarized in Table 4.

Table 4

Participant Roles and Stated Commitment Levels

| Percentage of respondents who indicated that they participated in the workshop as a: | | Percentage of respondents indicating various levels of commitment to projects: | |
|---|---|---|---|
| Key person | 13 % | | |
| Important person | 20 | Top priority | 23 % |
| Interested participant | 54 | Major commitment | 55 |
| Interested bystander | 10 | Minor commitment | 16 |
| Not much of a participant | 3 | No commitment | 6 |

Most participants indicated that they were "interested participants." About one-third considered themselves as either "key persons" or "important persons." In terms of commitment to workshop-stimulated projects, eight out of ten participants either checked a "top priority" commitment or a "major commitment."

Open-ended responses were given by participants to five items dealing with the most positive and the most negative aspects of the project and workshops; they were also asked to give any additional comments. These will be briefly summarized rather than listed.

- The most positive aspects of the project perceived by the workshop participants were associated with opportunity for new learning and with exposure to new experiences. Awareness of minority women as a subject for curriculum development and integration was indicated, as was the value of the project in identifying a real need, and in providing a means for developing lesson units to address this need. The respondents also indicated that the two most positive aspects of the project were the opportunity to meet new people and to try out new materials.

- The most negative features of the project mentioned were insufficient time, confusion about expectations for the participants; a tendency to emphasize Black minority women to the exclusion of Asian, Indian, and Hispanic American women; too much "jawing"; and not enough explanation of available resources. These are quite specific complaints which must be viewed against the extremely favorable perceptions disclosed in Table 2.

- The most positive aspects of the workshop expressed were the belief that the staff who conducted the workshop were "good people" who expressed "good attitudes" and who provided important new information. Participants were highly favorable about workshop discussion sessions and about how the workshop provided redefinitions concerning minority women. They also felt that other participants were effective, and that group interaction was valuable for learning the new ideas of others.

- The most negative aspects of the workshop mentioned were that there was too much lecturing, too many value judgments, and too much "preaching"; that there was a need for more men participants in order to provide balance. One participant felt that expectations were unclear, and one expressed the need for more comment or discussion on minority males.

- General comments were favorable. The experience was seen as useful, of value to everyone, and very informative. One participant stated that the project had changed his feelings toward the "feminist" movement. Materials and resources were also favorably mentioned.

In summary, there is little doubt concerning the high regard for the project, and the workshop and its separate features, held by the teachers who participated. These were motivated volunteer participants, but it is clear that the project's workshops provided content, perspectives, and activities which strongly reinforced this initial motivation.

WEEA Project-Developed Materials

This section will briefly describe five project-developed products used during the workshop and later by participants in selecting and in developing lesson units to be implemented in their classrooms. These are a teacher training manual, an elementary curriculum guide, a secondary curriculum guide, an annotated bibliography, and a set of filmstrips.

Teacher Training Manual. The teacher training manual developed during the first year of the project is a ninety-three page guide used during workshops to spell out the main themes and activities of the WEEA project. It is divided into several sections followed by six appendices.

- The first section lists agenda items for each day of the three-day workshops listed in the preceding section.

- The next three sections deal with racism and sexism. The first of the three defines racism, sexism, and the term "double bind." Racism and sexism are stated to exist when a culture is ethnocentric, gendercentric, or both; when power is not shared; when resource distribution is inequitable; when social institutions are closed and inflexible; and when these exist intentionally or not in ways supposed to benefit one group. The double bind describes "the situation of minority women in the United States where they are discriminated against on the basis of both sex and race."

- The following section points to negative factors which exist in school materials, programs, curricula, media; and which may be characteristic of teaching behavior. These are omissions (e.g., some minority women groups go unmentioned), stereotyping (e.g., Suzi Wong, Aunt Jemima, Chiquita Banana, and the Indian Princess); inaccurate facts (e.g., overt lies concerning the "facts" of minority women such as Iva Toguri who has been denigrated as a willing wartime propagandist for Japan); displacement of blame for problems on minority women victims rather than on those who create problems through discriminatory behavior; denial that racism and sexism exist, with support evidence to "prove" this contention; and tokenism which identifies a handful of minority women who have overcome discrimination.

- The next section on racism and sexism displays a values checklist used to evaluate whether instructional books, films, and other materials are overtly anti-racist and anti-sexist; non-racist and non-sexist; racist or sexist by omission or commission; anti-ageist, non-ageist, or ageist; culturally authentic and whether they build negative images of minority women or show them in secondary and less-important roles. Both content and artwork are rated with this checklist, and products are rated in terms of literary and artistic quality on a four-point scale.

- The fifth section of the manual deals with the lesson plan format which is a uniform one for all lesson units either selected or developed for classroom use. This section defines the four groups of minority women--Asian American, Black, Hispanic, and American Indian--which are treated in the project; and defines four key concepts to be taught--these are discrimination, inequality, similarities and differences among all people, and stereotyping. Sample instructional objectives are provided for each of these key concepts.

- The sixth section of the manual gives suggestions for integrating teaching about minority women into the classroom. Language arts and reading, mathematics, and social studies are covered. Within each area, content information to be taught is suggested, ways to integrate this information through learning activities are given, supplemental activities are listed, and references are listed.

- Two sample lesson units in reading and in social studies make up the seventh section of the manual. The examples are excellent models for teachers, for they illustrate the kinds of thinking that must go into the development of a cohesive lesson unit. The format of a lesson unit prescribed by the WEEA project includes its title; the minority women groups on which it focusses; its key concept, generalizations, and behavioral objectives; its teaching procedures and activities; its evaluation procedures; and needed resources and materials.

- The eighth section of the teacher training manual consists of the workshop evaluation form that participants complete at the end of the third day.

- Six appendices follow the main sections of the manual. Five of these are short expositions on project themes relating to specific minority women groups. The last appendix is a sample annotated bibliography of references classified according to the four minority women groups within the elementary-primary, intermediate, and secondary grade levels.

The Teacher Training Manual has been extensively expanded as a result of this year's use. The latest version has a far better developed introduction, and far better directions for anyone planning similar workshops. It also contains a good discussion on "developing and writing criterion-referenced cognitive behavioral objectives." This revision is an excellent step toward producing a manual for other workshop staffs. It outlines the concepts and procedures that underlie the WEEA collaborative teacher training model.

Aside from the actual content developed in the workshops, its participants are given an exceptionally concise model which illustrates the close relationship among key concepts, generalizations, behavorial objectives, and evaluation procedures. A close relationship forms the basis for developing good teaching activities. Figure 2 shows this structure.

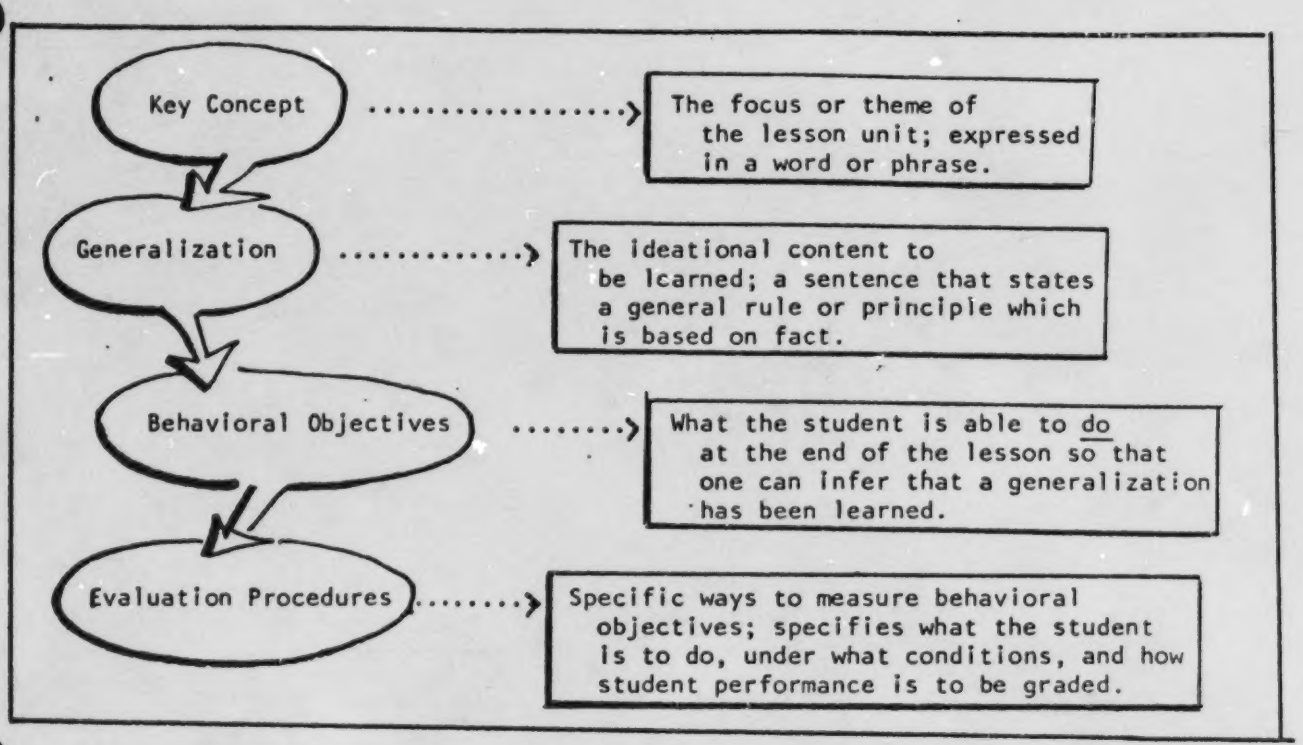
Key Concept
The focus or theme of the lesson unit; expressed in a word or phrase.
Generalization
The ideational content to be learned; a sentence that states a general rule or principle which is based on fact.
Behavioral Objectives
What the student is able to do at the end of the lesson so that one can infer that a generalization has been learned.
Evaluation Procedures
Specific ways to measure behavioral objectives; specifies what the student is to do, under what conditions, and how student performance is to be graded.

Figure 2. The relationships among WEEA lesson units' key concepts, generalizations, behavorial objectives, and evaluation procedures.

It is the evaluator's opinion that this format illustrates important curriculum concepts that all teachers should study. It does so in a way that is far superior to other formats evaluated in numerous development projects; and that illustrates the distinction between learning and performance, the difference between learning objectives and behavioral objectives, and the necessity to develop evaluation procedures that enable one to validly infer from student behavior that learning has been acquired. The inservice exposure of teachers to this format should be considered an important feature of this project apart from its content themes.

Elementary and Secondary Curriculum Guides. The two curriculum guides each contain 13 lesson units developed during the project's first year by teachers who participated voluntarily in the WEEA project during its first year. Lesson units in both guides focus on four key concepts--discrimination, inequality, similarities and differences among people, and stereotyping. All lesson units are structured according to the format discussed in the preceding section. Lesson units produced by the volunteer teachers were screened by project staff; those selected for inclusion in the curriculum guides were reworked and modified by the project's curriculum specialists as necessary.

The Elementary Curriculum Guide divides its thirteen lesson units into eight primary (K through 3) and five intermediate (4 through 6) grade levels. Within the primary section, the eight lesson units focus on the subject areas of career education, human relations, language arts, mathematics, and social studies. The five lesson units in the intermediate section deal with art, mathematics, reading, and social studies.

Lesson units in the Secondary Curriculum Guide are classified into general, junior high, and senior high categories. Three units in the general category relate to music and social studies; five units in the junior high category are in the areas of mathematics, physical education, and reading; five units in the senior high level involve reading, English and English/language arts, and social studies.

A single lesson unit may deal with more than one key concept. At the elementary level, lesson units focus more or less evenly across the four types of key concepts; at the secondary level, the majority of lesson units focus on discrimination and inequality. Table 5 shows the number of lesson units at each level which treat each key concept.

Table 5

Number of Lesson Units Treating Each Key Concept
at the Elementary and Secondary Levels

| Key Concept | Elementary Level | Secondary Level |
|---|---|---|
| Discrimination | 5 | 11 |
| Inequality | 4 | 10 |
| Stereotyping | 7 | 6 |
| Similarities and Differences | 5 | 1 |
| (Contributions) | 1 | |
| Units treating one concept | 7 | 3 |
| Units treating two concepts | 3 | 5 |
| Units treating three concepts | 3 | 5 |

The curriculum guides thus provide teachers with lesson units which they can implement in a variety of subject areas. Those included in the curriculum guides have undergone expert review, evaluation, and revision by curriculum specialists on the WEEA project staff. Furthermore, they represent very good examples of units which tightly integrate concepts, generalizations, behavioral objectives, and evaluation procedures. They also exemplify a wide range of teaching and learning activities which facilitate teacher-student and peer interactions that form a solid basis for effective instruction and learning. The teacher-perceived effectiveness of the several prescribed parts of the lesson units will be summarized in the section on lesson units discussed later.

Minority Women: Research Abstracts. This is a 26-page annotated bibliography of 99 research articles that provide a knowledge base "for informing educators and others about what is available on minority women and in conducting further research and/or literature searches on minority women." Abstracts are grouped into five categories--Asian, Black, Hispanic, Indian, and General Comparative. The abstracts are tightly written. This is a thoroughly professional product, which can be of value to researchers in the field as well as to teachers. This is a solid dissemination product which should be entered into the ERIC system so that it reaches others working in the area of minority women studies.

Filmstrips. The project has developed five filmstrips, each with a cassette and a user's guide. The filmstrips are the following:

- America's Women of Color: Past, Present, and Future presenting an overview of the four minority women groups and their comparison with white women. Topics treated are those dealing with employment, historical figures, and stereotyping.
- American Indian Women covers both traditional and present-day roles of American Indian women.
- Asian American Women presents an overview of Asian American history and early American Asian women, cultural traditions and values, stereotyping, and present day concerns.
- La Mujer Hispana: Mito y Realidad or The Hispanic Woman: Myth and Reality which presents information on three groups of Hispanic women. These are the Chicanas, Cubanas, and Puertorriquenas. Historical roles and areas of present-day involvement are treated.
- Not About To Be Ignored presents an overview of American Black women in the past and present.

The evaluator was provided a draft copy of the user's guide for America's Women of Color. This user's guide provides teachers with sections dealing with themes and discussion questions, the frame-by-frame script, background facts and figures, suggestions for involving primary students in the presentation of the filmstrip, suggested supplementary activities, and background discussions and references for the teacher on minority women groups and on stereotypes and myths.

Project staff collected individual comments from workshop participants who were shown America's Women of Color. The overwhelming number of participants rated the filmstrip as "excellent" or "very good" in terms of its interest, value, and use. Viewers pointed out both strengths and weaknesses. These are too numerous to list; but, in general, perceived strengths were technical soundness, good information, the facilitating of awareness, a well-structured progression of frames, and good statistics. Perceived weaknesses were the use of too advanced language; not enough on how persons should help; and criticisms of lack of depth, and being either too long or too short.

It should be borne in mind that these filmstrips are properly used as supplemental, attention-getting materials used in conjunction with other teaching materials. In this regard, they were very well-received by participants who attended a recent workshop. October workshop participants were shown five filmstrips and were asked to rate them on a five-point scale in terms of interest and use. Average overall filmstrip ratings were 4.5 for interest and 4.6 for use.

## The Implementation and Field Testing of Lesson Units

### WEEA Lesson Units

Ratings of "good, fair," and "poor" were obtained from teachers for lesson units they had selected from appropriate curriculum guides for classroom implementation. Fourteen elementary level teachers and 7 secondary level teachers completed lesson unit response forms for 36 units and 9 units respectively. The forms were simple to fill out, asking the teachers to rate the seven parts of each implemented unit, as well as its objective attainment form which summarizes pupil evaluations on each unit. The teachers were also asked to add comments they believed important, and to indicate in particular how they adapted each unit in the classroom. Their responses are summarized in Table 6.

Table 6

Teacher Ratings of Lesson Units Implemented in the Classroom

| Lesson Unit Feature Rated: | Percentage of units rated by elementary teachers as: | | | Percentage of units rated by secondary teachers as: | | |
|---|---|---|---|---|---|---|
| | Good | Fair | Poor | Good | Fair | Poor |
| Group or groups: | 93% | 3% | 0% | 86% | 14% | 0% |
| Key Concepts: | 97 | 3 | 0 | 89 | 11 | 0 |
| Generalizations: | 97 | 3 | 0 | 100 | 0 | 0 |
| Behavioral Objectives: | 91 | 9 | 0 | 75 | 25 | 0 |
| Teaching Procedures: | 94 | 6 | 0 | 62 | 38 | 0 |
| Evaluation Procedures: | 68 | 26 | 6 | 100 | 0 | 0 |
| Resource Materials | 88 | 9 | 3 | 67 | 22 | 11 |
| Attainment Forms | 88 | 12 | 0 | 100 | 0 | 0 |

Open-ended comments by teachers regarding the lesson units included: "rewrote lesson unit; used different resources; used different resource materials; changed a question on pre/post tests; evaluation procedures didn't work; added a slide show; introduced 'prejudice'; used role playing and finger puppets; used illustrations instead of lists; lesson is too long--use part or else several time slots; used resources from Asian American Center; used news articles and ads in the newspaper; focused only on Black groups; adapted behavioral objectives; material should be in looseleaf notebook."

A few points are worth mention in interpreting the results summarized in Table 6. First, the percentage shown for secondary teachers vary widely since only seven secondary teachers completed rating forms for only nine lesson units. Response rates for the elementary teachers are probably a truer picture of ratings for the units, since 36 unit implementations were rated. Second, all parts of each unit were not all rated by some teachers. However, all parts were rated by the large majority of teachers at both levels. Third, not all lesson units at the two levels were rated. Twelve of the 13 elementary units were implemented at least once in the teachers' classrooms, but only five of the 13 secondary-level units were implemented at least once. Consequently, more confidence should be placed in the validity and generalability of ratings given by elementary teachers.

With this caution in mind, the findings shown in Table 6 indicate high teacher endorsement of the various parts of the lesson units. All parts of all units were rated "good" by most raters. Some parts received a few "fair" ratings; these were the evaluation procedures and the attainment forms at the elementary level and the behavioral objectives, teaching procedures, and resource materials at the secondary level. A "poor" rating was given at the elementary level to evaluation procedures by two teachers and to resource materials by one teacher. At the secondary level, a "poor" rating was given by only one of the nine teachers to resource materials.

The overall favorable rating of the teachers to the various parts of the lesson unit is confirmed by their comments and responses. These were specific to particular lesson units and not directed to the general format of the lesson units as a whole, except in one case where a teacher rewrote a unit and another which felt a unit was too long. It is interesting to note that teachers commented about parts of the units other than teaching activities and procedures.

In summary, teacher responses show that in terms of format features, the lesson units selected for implementation from the curriculum guides present few difficulties. When problems do arise, teachers appeared easily able to solve them by adapting the units in generally minor ways. In the next section, teacher perceptions of the implementation process will be examined in terms beyond those of only the lesson units themselves.

The Implementation Process

Teachers who had implemented lesson units in their classrooms responded to a final progress form, which asked for their perceptions of the overall strengths and weaknessness of the curriculum they had taught, most and least positively-received concept areas, student reactions to the curriculum and materials, resource availability and utilization, rankings of the value and the use of the project-developed materials, modifications made during the implementation of units, and amount of teaching time. This form was completed and returned to the WEEA project staff by 29 teachers. These various categories will be dealt with separately in this section.

Strengths and Weaknesses of the New Curriculum. Teacher perceptions of the strengths and weaknesses of the new curriculum are classified in Table 7 into seven categories used to examine curriculum. These are concepts to be learned, instructional objectives, teaching procedures, materials, student learning, evaluation procedures, and time given to instruction and learning.

Table 7

Teacher-Perceived Strengths and Weaknesses of the New Curriculum They Had Taught

| Curriculum and Instruction Features | Teacher-Perceived Strengths | Teacher Perceived Weaknesses |
|---|---|---|
| CONCEPTS | . Creates awareness<br>. Exposed students to cultural diversity<br>. New similarities<br>. Information about minority people<br>. Identifies terms<br>. New area for students | . Vocabulary was difficult - took a lot of time |
| OBJECTIVES | . New goals and objectives | |
| TEACHING | . Learned to prepare lesson plans<br>. Material at appropriate grade levels<br>. Students can work together<br>. An organized way to make students aware of racism and sexism<br>. Lots of student participation | . All boys and male staff<br>. Some pupils do not work well in groups<br>. Not enough carryover into other subjects<br>. Workshop did not prepare me to be comfortable |
| LEARNING | . New insights into our friends' situations<br>. Reduces prejudice<br>. Awareness of double bind<br>. Consciousness-raising<br>. Learn about minority women<br>. Awareness of women of color | . Learning about human relations |

Table 7 (Continued)

| | | |
|---|---|---|
| MATERIALS | • Good materials and resources<br>• New lesson plans<br>• Integratable materials<br>• Can evaluate curriculum materials for racism & sexism<br>• Mativational materials<br>• Good references | • Not enough visuals<br>• Materials not available<br>• Units too extensive<br>• No Hispanic materials<br>• Difficult to integrate<br>• Lack of facts |
| EVALUATION OF STUDENT LEARNING | | • Poor tests of attitude learning<br>• OAF not useful<br>• Too many tests<br>• Hard to evaluate effects |
| INSTRUCTIONAL TIME | | • Not enough time<br>• I did not plan well<br>• Insufficient clock hours<br>• Too much paper work<br>• I had to work in another program |

Perceived strengths outweigh perceived weaknesses in nearly all areas into which comments were categorized. The two major weaknesses indicated by teachers involved procedures for evaluating student learning and the lack of sufficient time for classroom instruction. Mixed reaction was given regarding materials; difficulties mostly dealt with identified lack of certain specific types of materials.

Student Response to the New Curriculum. Table 8 shows the percentages of teachers who indicated varying degrees of student response to the curriculum, key concepts most and least positively received by students, and overall student response to the non-sex-biased materials.

Table 8

Teacher Perceptions of Student Response to the New Curriculum and to Key Concepts and Materials

| Item | Number and percentage of teachers responding: Response | N | % |
|---|---|---|---|
| Overall student response to the new curriculum | Excellent | 5 | 18% |
| | Very Good | 12 | 43 |
| | Fair | 10 | 35 |
| | Poor | 1 | 4 |
| Key concepts most positively received by students | Discrimination | 7 | 22% |
| | Similarities/Diff. | 13 | 39 |
| | Stereotyping | 13 | 39 |
| Key concepts least positively received by students | Discrimination | 7 | 35% |
| | Similarities/Diff. | 3 | 15 |
| | Stereotyping | 10 | 50 |
| Overall student response to non-sex-biased learning materials | Excellent/Very Good | 4 | 16% |
| | Good/Positive | 10 | 40 |
| | Fair | 4 | 16 |
| | Receptive/Interested | 4 | 16 |
| | Mixed/None so far | 2 | 8 |
| | Negative | 1 | 4 |

Six out of ten teachers indicated that overall student response to the new curriculum was either excellent or very good; 35 per cent stated student response was fair; and only 4 per cent indicated it was poor. Of key concepts most positively received by students, teachers rated discrimination and similarities/differences highest. At the same time, half of the teachers rated stereotyping as the key concept least positively received by students. About six out of ten teachers indicated that student response to non-sex-biased materials was either good/positive or excellent/very good.

Teacher Access to Materials and Use of Resources. As shown in Table 9, nearly three-quarters of the teachers stated that they had access to materials that illustrated what they taught. As for use of various types of resources, books and films led the list, followed by printed materials, posters and pictures, and tapes.

Table 9

Teacher Access to Materials and Use of Project-Available Resources

| Item | Number and percentage of teachers responding | | |
|---|---|---|---|
| | Response | N | % |
| Teachers' access to materials that illustrated what they taught | Yes | 21 | 72% |
| | No | 4 | 14 |
| | Other | 4 | 14 |
| Teachers' use of resources available through WEEA project | Books | 16 | 32% |
| | Films | 12 | 24 |
| | Tapes | 3 | 6 |
| | Posters/Pictures | 6 | 12 |
| | Pamphlets | 2 | 4 |
| | Printed Materials | 7 | 14 |
| | Paper dolls | 2 | 4 |
| | No | 2 | 4 |

The Value and Interest of WEEA Project Materials. Teacher ratings of the value and interest of WEEA project materials are shown in Table 10. Ratings tend to be considerably lower than those shown earlier for workshop features, where perhaps the teachers' high regard for project staff influence their judgments. All four types of project materials are rated only at average values on the five point scale in terms of either value or interest. Highest ratings were given to lesson plans, which of course are the most immediate concern of teachers in actual classroom implementation. The curriculum guides, the teacher training manual, and non-sex-biased materials probably fade in terms of perceived significance once classroom implementation starts.

Table 10

Teacher Rating of the Value and the Usefulness of WEEA Project Materials

| Item Rated | Average Rating (1 = low to 5 = high) on Value | Interest |
|---|---|---|
| Curriculum Guide | 3.0 | 3.2 |
| Teacher Training Manual | 2.9 | 3.0 |
| Lesson Plans | 3.4 | 3.5 |
| Non-sex-biased Materials | 2.9 | 2.8 |

Teacher Modification of Lesson Units. Teachers were asked to indicate how they modified lesson units through additions or deletions. Responses were few. Additions mentioned by teachers included "beefing up" the grade level, using other audio-visual materials, adding films, adding minority women "personalities," and adding materials for general learning disabled students. Deletions mentioned included simply shortening the lesson units, changing suggested pictures or books, deleting art activities, and deleting readings for students with limited language skills.

Teaching Time. Data provided by individual teachers regarding their total time spent teaching the new curriculum and their average time spent teaching each lesson varied extremely and appears to be of questionable reliability. Total time was reported in terms of hours, weeks, class periods, and other loosely-stated amounts. The same was true for average time per unit taught. One might cautiously estimate that, on the average, teachers spent a total of about 6.5 periods of 40 minutes each teaching the new curriculum. However, as mentioned, this is an eyeball estimate and practice obviously differed greatly from one teacher to another.

The Teachers' Evaluation of the Project

In the late spring of 1979, workshop participants were sent a final evaluation form asking them to indicate the major strengths or positive aspects of the project, its major weaknesses or negative aspects, their most and least positive experiences, their ratings of how well the project met various needs, and several other questions dealing with their attitudes toward various features of the project. All of these can be regarded as aspects of the project's implementation and field testing process, so results are reported in this section. Twenty-nine teachers responded.

Strengths or Positive Aspects of the Project. Table 11 lists the teacher-perceived strengths of the WEEA project.

It is clear from responses in Table 11 that teachers were quite impressed with the way in which the project facilitated new ideas that they were not familiar with. They also generally endorsed the materials and the workshops, features which they had separately rated elsewhere. The theme of the workshops and the quality of the staff in presenting these themes stand out as project strengths in the minds of participants.

Weaknesses or Negative Aspects of the Project. There were fewer teacher-perceived project weaknesses; of those expressed, most dealt with evaluation activities and time limitations. Table 12 summarizes teacher comments regarding project weaknesses.

Table 11

Project Strengths As Perceived by Teachers

| Project Features | Perceived Strengths |
|---|---|
| Workshops | • Writing the curriculum • People who organized the project and contributed their knowledge • Help in lesson planning • Excellent program • WEEA center atmosphere • Project leadership • Willingness of staff to work with us • The workshops and staff support |
| Materials | • Materials provided for teacher training • Materials • Excellent information • Able to incorporate ideas in a structured way • The integration of culturally diverse and non-sexist materials • Resource materials • Excellent materials • Teacher Training Manual • Beautiful materials • Validity of material • Awareness of WEEA and its materials |
| Learning | • Quality of information was excellent • New information about women of color • Good information • Contributions of present day minority women • Awareness of minority women • Different roles, positions, stereotypes of minority women • New awareness of plight of minority women • Awareness of minority women bind • Women and racism and sexism • Project enables teachers to become aware of their own sexist and racist attitudes • Awareness of double bind. |
| Teaching | • Project meets real needs for a particular type of curriculum • Students have learned information about other cultures |
| Time | • Time for planning • Time away from classes to work on project |

Table 12

Project Weaknesses As Perceived by Teachers

| Project Features | Weaknesses |
|---|---|
| Workshops | • Did not prepare participants for all minority women • Need more small group discussion • Seemed unorganized as to what was expected • Too many lesson plans to develop • Not sure of expectations • Not getting time to share ideas with other teachers |
| Teaching | • Expect instant results • Not enough resource women of color |
| Evaluation | • Paperwork is not the way teaching is done • Misunderstood evaluation process • Too little emphasis on cognitive outcomes • Tests • Pre/post tests • Enormous paperwork • Detailed instructions on completing forms • Hard to evaluate |
| Time | • Three lessons seemed a lot of work • Not enough time • Not enough time to teach • Too much time spent in testing and reporting • Not enough time to learn • Not enough time • Too much material for time • Time to test and teach was not enough • Not enough available time |

Most and Least Positive Experiences. Teacher responses regarding their most and least positive project experiences are listed in Table 13. As one might expect, teachers identified workshop, learning, and teaching experiences as most positive. Some teachers reported a few negative experiences with the workshops and teaching, but the evaluation process and time demands were again mentioned as problem areas.

Table 13

Teacher-Perceived Most and Least Positive Experiences In Connection With The Project

| Project Feature | Most Positive | Least Positive |
|---|---|---|
| Workshops | Staff of WEEA Project<br>Getting resources<br>Curriculum writing<br>Good resource people<br>Workshops<br>Writing the lesson units<br>Staff support<br>Enough interest to attend<br>Meeting people<br>Opening up my eyes | Lack of understanding<br>Long writing sessions<br>Struggle to crystalize ideas<br>Having to rewrite units in guide<br>Lack of staff tolerance for majority culture<br>No substitute for last day |
| Learning | Exposure to new ideas<br>Learning about other cultures<br>Self-awareness<br>Interest in new curriculum<br>Learning about women of color<br>Learning about minority women's concerns<br>Learning ways we put down minority women | |
| Teaching | Teaching the lessons<br>Teaching the lessons<br>Teaching the lessons<br>Lessons used in class<br>Student enthusiasm | Teaching in my school<br>Lazy kids<br>Negative response from school administration<br>Sexism |
| Evaluation | | Too many evaluation pages<br>Tests are frustrating to kids<br>Testing too long<br>Testing<br>Tests<br>Tests |
| Time | | Time pressure<br>Time needed to do testing and paperwork<br>Time pressures |

Teacher Ratings of Needs Met by the Project. The final evaluation form listed five needs which the project was to meet. Teachers were asked to rate on a four-point scale (1 = poor, 2 = fair, 3 = good, 4 = excellent) how well they felt each need was met. Their average ratings are shown in Table 14.

Table 14

Teacher Ratings of How Well the Project Met Needs and How Well Students Responded

| Needs | Average Rating |
|---|---|
| Awareness of concerns of minority women | 3.5 |
| Information about minority women | 3.4 |
| Materials on minority women | 3.4 |
| Help in developing curriculum on minority women | 3.4 |
| Assistance in implementing integrated curriculum | 3.1 |
| How well did students respond? | 2.9 |

Average ratings were halfway between good and excellent for four of the five needs--those associated with workshop goals and its materials and activities. The average rating was lower for assistance in the implementation of integrated curriculum. This was rated only slightly above "good" on the four-point scale. Students' response was rated slightly below "good."

Other Responses. When asked to indicate the interest of other faculty in the project materials and resources, and parent response to the project, 12 teachers indicated no faculty response with respect to materials, use of resources, or purchasing project materials. Six teachers indicated that other faculty members were interested in the project materials and in the use of project resources, and four teachers indicated faculty interest in purchasing materials. Twenty-four teachers reported no parental response; two reported positive response and one reported negative response on the part of parents.

Thirteen teachers indicated their use of minority women as resource persons in the classroom. Of those who did not use minority women as resource persons, the reasons stated were "not enough time, used another person, no time, limited English of pupils, students are minority persons and understand problems, not yet, no opportunity, I am a minority woman," and "I didn't have lesson units together well enough."

When asked whether there were center or project services or resources which the WEEA staff did not provide which would have been of assistance, 15 teachers indicated there were not. Of those who indicated there were such services or resources, these were identified as "more instruction in the writing of lesson units, money for special supplies, more visuals," and "requested materials were not brought."

Teacher comments about giving the project's attitude tests to students elicited considerable response, mostly negative. Teacher responses included "too many tests, too long, too ambiguous, tests are offensive, use less repetition, tests get kids mad, children lost interest, students 'fiercely' object to tests, students dislike being used as guinea pigs, too long, tests made students give responses they didn't want to," and "use clearer pictures." Only two comments can be interpreted as positive suggestions; these were "presenting as a game is a good idea" and "go over test terms before giving to students."

Teacher comments concerning the establishment and recording of criterion-referenced cognitive behavioral objectives received only the comments "too much paperwork, no time" and "most teaching is not done this way."

Teachers were asked to indicate how they would choose to participate next year if the project were to continue. Twenty of the 29 respondents said that they would further integrate curriculum about minority women,; 13 would use the lesson units they developed, and 6 would assist with the in-servicing of other teachers. Only two teachers indicated that they would participate "not at all."

## Student Learning Outcomes

This section focuses on student cognitive and attitude changes that can be ascribed to the effects of lesson units introduced by teacher participants in their classrooms. Cognitive and attitude changes for students taught the lesson units are compared with those of control students. Changes are indexed as average gains for each of the two groups on selected instruments administered to evaluate learning outcomes, and on criterion-referenced evaluation procedures specific to each of the lesson units. The analysis is carried out separately for student groups at the primary level (grades Kindergarten through three), intermediate level (grades four through six), and secondary level (grades seven through twelve).

### Design

Teachers administered the selected cognitive and attitude instruments to lesson unit and control groups at the time their classroom implementation of the lesson units started and again at the completion of lesson unit instruction. As noted earlier, average teaching time was short, estimated to be approximately 6.5 periods of about 40 minutes each. It was also noted that wide variation existed in instructional time reported by the participating teachers. For each of the three levels of analysis, average pre-test to post-test gains on measures obtained on the selected instruments were derived and compared for the two groups using *t*-tests for independent means.

The evaluation hypothesis is that exposure to the lesson units results in greater cognitive and attitude gains. Statistical null hypotheses of no difference in average gains for the two groups at each level are tested at the 0.05 significance level; the inference in all cases is that lesson unit effects are interpreted as significant whenever the observed *t*-test for any comparison is equal to or greater than the value $t_{.95}$ for the central *t*-distribution with the appropriate degrees of freedom. This inference rule is one-tailed, which is to say that statistically significant change due to the effects of exposure to the lesson units is inferred only for gains favoring lesson unit groups.

On the criterion-referenced measures specific to each introduced lesson unit, average gains are not tested. Learning due to lesson unit exposure in these cases is indexed in terms of the attainment of instructional objectives assessed at the completion of instruction in each unit.

Instruments and Measures

Measures obtained on the selected instruments are described in this section for the three levels of analysis. Measures are also categorized as those used to assess either cognitive or attitude learning outcomes.

Primary Level Attitude Measures. The following three instruments were administered by teachers to assess attitude changes:

- Color Meaning Test (CMT). This test measures young children's attitudes toward the colors white and black. It consists of 24 items, each presenting a pair of pictured animals, one white and the other dark. For each pair presented, the teacher reads a statement describing one of the animals as either "kind, ugly, nice, selfish," and so on. The student is then told to circle which animal of the pair--the white or dark one--is the one to which the statement pertains. A scoring key is provided. The stereotypic identification of all positive adjectives with animals of one color and the assignment of negative adjectives to animals of the other color will result in a score of 12. A score of 6 indicates the favoring of neither color for depicted animals. Score reduction implies a shift to a less biased attitude. Reliabilities are low; split-half estimates are reported as 0.46, boosted to 0.63 using the Spearman-Brown formula. Test-retest reliability estimated by the WEEA project staff was 0.71.

- Sex Attitude Measure (SAM). This test, also devised by Williams and Best, present 24 items showing a pair of silhouettes, one of a boy and one of a girl. Respondents are read a statement for each item which depicts one of the persons as "kind, ugly, friendly," and so on. The student is told to circle the silhouette to which the statement pertains. One point is counted for circling a girl's silhouette in response to a positive adjective, and one point is counted for each boy's silhouette circled in response to a negative statement. Scores may range from 0 through 24, with high scores indicating a female bias and low scores a male bias. Mid-range scores around 12 indicate no consistent selection bias. No reliability estimates are reported in the technical manual. Test-retest reliability estimated by the WEEA project staff was 0.68.

- WEEA Questionnaire (WQ). This instrument presents 12 items; a dark female is paired four times, respectively, with a light female, a dark male, and a light male. Students are read statements depicting one of the pair of persons as "good, friendly, naughty, dirty," and so on. One point is counted for each time the respondent circles the dark female in response to a positive adjective, and one point is subtracted for each time the respondent selects the dark female in response to a negative adjective. Total score may range from 0 to 6. Test-retest relability estimated by the WEEA project staff was 0.57.

Intermediate Level Attitude Measures. Two attitude instruments were administered at the intermediate level.

- Sex Attitude Measure (SAM). This instrument is identical in all respects to the Sex Attitude Measure used at the primary level, except that respondents are given the 24-silhouette pairs together with the statements that they read themselves rather than having them read by the teacher. Total score ranges from 0 to 24, with a high score indicating a female bias and a low score a male bias. The test-retest reliability estimate provided by the WEEA project staff was 0.73.

- Situational Attitude Scale (SAS). This instrument is a variant of a semantic differential measure. Students are presented with 15 situations such as "a new family moves into the apartment complex where you live," or "your best friend begins to act friendly with a Black person." Each items is followed by eight bi-polar adjective pairs for each of which the student is to circle on a five-point scale how he or she feels about the situation presented. The items are grouped into three sets; the first five items depict neutral situations with no minority overtones, the next five depict situations involving Black persons, the last five present situations involving minority females. Three scores are obtained, one for each set of five items. The score for each set is the average of all eight scale values selected for each of the five items in that set. Scale values of "1, 2, 3, 4," and "5" are assigned to the five-point scale for each adjective pair in the direction of the positive adjective of the bi-polar pair. Total score for each set can range therefore from 1.0 through 5.0. Coefficient alpha reliabilities calculated for the three sets were respectively 0.72 for the neutral situations, 0.79 for situations involving Black persons, and 0.76 for situations involving minority females.

Secondary Level Attitude Measure. Only one instrument was used at the secondary level to measure attitude change.

- Situational Attitude Scale. This instrument is similar to that used at the intermediate level except it is longer. As with the lower level instrument, five situations are depicted, which involve no minority persons, Black persons, and minority women. Ten bi-polar adjective pairs follow each of the fifteen situations; respondents select one of the five-point scale positions which indicate how he or she feels about that situation. Scale values of "1, 2, 3, 4," and "5" are assigned in the direction of positive adjectives in each pair. The total score for each of the three sets is the average of the scale values for all bi-polar adjective pairs for all five situations. Total score therefore may range from 1.0 through 5.0 for each of the three sets. Coefficient alpha reliability estimates were respectively 0.74 for neutral situations, 0.77 for situations involving Black persons, and 0.76 for situations involving minority women.

Primary and Intermediate Level Cognitive Measures. Cognitive learning outcomes for both the primary and intermediate level students are measured by means of the criterion-referenced evaluation procedures which are a part of the specific lesson units introduced by each teacher in his or her classroom.

- Criterion-Referenced Measure (CRM). Each lesson unit contains evaluation procedures that are tied to that unit's instructional objectives. At the end of each unit's instruction, the teacher evaluates each student's individual attainment of its instructional objectives. These are summarized for each classroom group, so that one can assess learning outcomes in terms of the proportion of each classroom group which attained the instructional objectives of the unit just taught.

Secondary Cognitive Measure. Only a single cognitive instrument was used to evaluate cognitive learning at the secondary level.

- General Knowledge Survey (GKS). This is a five part questionnaire which is scored total correct. The five parts consist of 5 multiple choice items dealing with facts about minority women; 22 true-false questions dealing with facts and stereotypes concerning minority women; 4 items about the minority groups dealt with by the project, each presenting 7 statements which the student is to check as valid or not (there are 16 valid statements of the 28); 4 fill-in items associated with the four minority women groups' ancestry or populations; and 4 fill-in items asking, respectively, for three contributions made to the United States by minority women in the four groups. Total score for all five parts can range from 0 through 73. Coefficient alpha reliability for the total score was estimated to be 0.81.

Procedures and Samples

Analysis was separately carried out at the primary, intermediate, and secondary levels. At each level, pre-test and post-test measures were obtained for lesson unit and control classroom groups, with the exception of the criterion-referenced cognitive measures obtained for primary and intermediate lesson unit groups. For all other measures, weighted average gain scores from pre-test to post-test were derived for lesson unit and control groups at each level. The standard deviations of the gain scores for the two groups at each level were also obtained. Then t-tests for independent groups were run to test whether the average gain scores for lesson unit and control groups were significantly different at alpha = 0.05. Statistical tests were one-tailed; that is, significant differences were inferred in favor of the lesson group whenever the observed t-test equalled or exceeded the 95-th percentile ($t_{.95}$) of the appropriate t-distribution.

Lesson Unit and Control Samples. Pre- and post-test attitude measures on the CMT, SAM, and WQ administered at the primary level were obtained for 162 lesson unit students in 12 classes and for 51 control students in 3 classes. Criterion-referenced cognitive measures were obtained for students taught 29 lesson units.

At the intermediate level, attitude measures on the SAM were obtained for 35 lesson unit students in 2 classes and for 62 control students in 3 classes. Attitude measures on the SAS were obtained for 45 lesson unit students in two classes and for 62 control students in 3 classes. Criterion-referenced cognitive measures were obtained for students taught 12 lesson units.

At the secondary level, SAS attitude measures were obtained for 163 lesson unit students in 9 classes and for 45 controls in 4 classes. Cognitive measures were obtained on the GKS for 182 lesson unit students in 11 classes and for 52 control students in 5 classes.

Results

Table 15 summarizes the results of the statistical analyses of gain scores for measures obtained for lesson unit and control groups at each level. For each listed measure, the number of students (N), the mean gain score ($\overline{G}$), and the standard deviation of gain scores ($S_g$) are listed for lesson unit and control groups. The next figures for each measure show the difference in mean gain scores for lesson unit and control groups ($\overline{D}$ = the mean gain for lesson unit students minus the mean gain for controls), the standard error of estimate of this mean difference ($S_{\overline{d}}$), and the t-test of this mean difference. Asterisks next to observed t-values indicate those that are statistically significant; that is, those measures where one infers that the mean gain difference significantly favors the lesson unit group at alpha = 0.05.

Table 15

Summary of the Statistical Analyses of Mean Gain Differences
Between Lesson Unit and Control Groups

| Measures | Lesson Unit Group | | | Control Group | | | $\bar{D}$ | $S_{\bar{d}}$ | t-test |
|---|---|---|---|---|---|---|---|---|---|
| | N | $\bar{G}$ | $S_g$ | N | $\bar{G}$ | $S_g$ | | | |
| **Attitude Measures** | | | | | | | | | |
| Primary CMT | 162 | -0.36 | 1.60 | 51 | -0.63 | 1.54 | 0.27 | 0.252 | 1.07 |
| Primary SAM | 162 | -0.69 | 1.72 | 51 | 0.63 | 0.98 | -1.32 | 0.208 | -6.32 |
| Primary WQ | 162 | 0.01 | 0.95 | 51 | 0.20 | 1.13 | -0.19 | 0.157 | -1.21 |
| Intermediate SAM | 35 | 0.57 | 2.60 | 62 | -0.05 | 1.56 | 0.62 | 0.425 | 1.44 |
| Intermediate SAS: | | | | | | | | | |
| Neutral situation | 45 | 0.15 | 0.66 | 62 | -0.18 | 0.64 | 0.33 | 0.127 | 2.59* |
| Black persons | 45 | 0.14 | 0.58 | 62 | 0.02 | 0.52 | 0.12 | 0.107 | 1.12 |
| Minority women | 45 | 0.25 | 0.61 | 62 | -0.01 | 0.64 | 0.26 | 0.122 | 2.13* |
| Secondary SAS: | | | | | | | | | |
| Neutral | 163 | -0.11 | 0.63 | 45 | 0.14 | 0.52 | -0.25 | 0.096 | -0.45 |
| Black persons | 163 | 0.14 | 0.49 | 45 | -0.24 | 0.57 | 0.38 | 0.089 | 4.27* |
| Minority women | 163 | 0.12 | 0.56 | 45 | -0.19 | 0.49 | 0.31 | 0.088 | 3.52* |
| **Cognitive Measures** | | | | | | | | | |
| Primary CRM | (Results are listed by lesson unit in the next table.) | | | | | | | | |
| Intermediate CRM | (Results are listed by lesson unit in the next table.) | | | | | | | | |
| Secondary GKS | 182 | 4.25 | 3.90 | 52 | 0.43 | 3.37 | 3.82 | 0.569 | 6.71* |

* Significant at alpha = 0.05 (one-tailed).

Statistically significant mean gain differences in favor of the lesson unit groups were found for four of the ten attitude measures. All four were measures on the Situational Attitude Scale, two at the intermediate and two at the secondary level. Mean gains on the SAS scale based on situations involving minority women were significantly higher for lesson unit students at both levels. The two other SAS scales showing significantly higher mean gains for lesson unit students were the neutral situation scale at the intermediate level and the scale depicting situations involving Black persons at the secondary level.

Of the remaining six attitude measures, mean gain differences equally favored lesson unit and control groups. While none of these mean gain differences were statistically significant, one should note that if a two-tailed inference rules had been applied, the mean gain difference on the SAM measure at the primary level would have shown significance in favor of the control group.

One is also interested in size of effect, since statistical signficance depends in part on sample size of any analysis. The question of interest is whether the significantly higher mean gains achieved by the lesson unit students are sizeable enough to have practical as well as statistical significance. One way to interpret size of effect is to standardize mean gains in terms of pre-test standard deviation units. The standard deviations of the SAS pre-test measures for lesson unit groups range in value from 0.56 to 0.75. The standardized size of effect for the four significant measures vary from one-fifth to one-third of their respective pre-test standard deviation units. These are of moderate but encouraging size given that lesson unit instructional time was of short duration.

The mean gain difference on the cognitive scale at the secondary level showed a significantly higher average gain for lesson unit students. In this case, lesson unit students averaged a gain of 4.25 points. Their pre-test standard deviation was 7.40, so one can index size of effect on this cognitive measure as 0.57 standard deviation units on the scale. This is of practically significant magnitude.

The results show that curriculum effects using these instruments are best measured by the SAS and the GKS administered at the intermediate and secondary levels. The failure to detect significant effect at the primary level could be due to several reasons. First, instrument validity may be weak; it takes rather strong inference to relate measures on the CMT, the SAM, and the WQ instruments to what was taught in the classrooms; in other words, content does not sufficiently overlap with criteria. Second, lesson unit instruction is short, and it is known that attitudes form slowly and are reinforced by experiences outside the classroom so much so that brief units of instruction do not easily shift them. Third, tests were administered by teachers; inspection of the earlier tables shows that many teachers found this task to be a burden. Fourth, primary level students are inexperienced test-takers in comparison to older students with more practice in group testing. Finally, the reliabilities of the primary level instruments are low; all measures suffer from low reliability, but the primary level ones somewhat more so than the rest.

Cognitive outcomes at the primary and intermediate levels were assessed on a post-instructional basis with teacher evaluations of the attainment of instructional objectives by students on specific lesson units. Table 16 lists outcome information about these evaluations for specific lesson units, showing grade levels taught, key concepts or subject areas, instructional objectives, and the number of students in the classroom which the teacher evaluated as having attained them. Attainment is in general remarkably high, but then one would be surprised if it were not. Criterion-content overlap is probably maximal, pupils are "tested" with procedures they have practiced so they know what is required, and these procedures are similar to those used daily by teachers in grading children. While attainment is on narrow objectives, one nevertheless should recognize that these instructional objectives are new ones taught by teachers who brought them into their classrooms because of the WEEA

project. In this respect, the WEEA workshops did enable teachers to introduce innovative concepts and learning objectives dealing with minority women into the classroom in ways their pupils could understand and in ways that they could demonstrate their understanding.

The SAS and GKS instruments look to be promising criterion measures at the intermediate and secondary levels. The SAS presents imaginable situations to these older students which enables them to apply newly-acquired awareness of how one should feel toward minority persons, and especially toward minority women. In contrast to the other attitude measures, the SAS presents situations with a "real" quality about them which taps low-level affective dimensions. The CMT, SAM, and WQ appear to represent attempts to measure more deep-seated affective traits. The GKS is a rather good cognitive instrument though its reliability would be improved with item screening and revision. It measures facts and understandings associated with key concepts that are taught with the lesson units; criterion-content overlap tends to be higher than that of the other instruments. It may pay off to attempt a downward extension of the GKS for measurement at the primary level.

Table 16

Summary of Criterion-Referenced Outcomes on Lesson Units

| Grades | Key Concepts or Areas | Objectives-Students will be able to: | Attainment |
|---|---|---|---|
| K | Similarities/Differences | List three differences and similarities between their families and a Japanese family. | 19 of 27 (70 per cent) |
| K | Similarities/Differences | Draw a picture of an Asian American girl participating in an activity of the Asian American culture and a picture of her participating in an activity that is non-Asian. | 17 of 20 (85 per cent) |
| 1 | Similarities/Differences | List three similarities and differences between themselves and minority females after hearing three stories. | 23 of 23 (100 per cent) |
| 1-2 | Similarities/Differences | Recognize and verbalize differences in themselves and others which make them unique, and verbalize one reason why being different is important. | 23 of 23 (100 per cent) |
| 1-2 | Similarities/Differences | Verbally recall similarities and differences between themselves and minority females. | 23 of 23 (100 per cent) |
| 1-2 | Similarities/Differences | Verbally list three ways they are the same and different from Asian American females. | 23 of 23 (100 per cent) |
| 1-2 | Similarities/Differences | List three similarities and differences between themselves and Black females. | 23 of 23 (100 per cent) |
| 2 | Similarities | List five similarities verbally between themselves and minority females in the lesson. | 24 of 24 (100 per cent) |
| 2 | Similarities/Differences | List and compare contributions made by minority women. | 18 of 25 (72 per cent) |
| 2 | Similarities/Differences | Compare Indian women today with Indian women of the past. | 25 of 25 (100 per cent) |
| 2 | Similarities/Differences | Verbally list three ways that they are the same and different from Asian American females. | 25 of 25 (100 per cent) |
| 2-3 | Similarities/Differences | List two ways in which they are the same and different from American Indian females. | 19 of 20 (95 per cent) |

Table 16 (continued)

| | | | |
|---|---|---|---|
| 2-3 | Similarities/Differences | List three ways they are similar to and differ from Asian American girls. | 21 of 21 (100 per cent) |
| 2-3 | Similarities/Differences | List three ways verbally that they are alike and different from Asian American girls. | 23 of 23 (100 per cent) |
| 2-3 | Similarities/Differences | Recognize minority women by matching pictures with the names of minority groups. | 23 of 23 (100 per cent) |
| 1 | Stereotyping | Verbally name two non-stereotypic occupations held by Hispanic women. | 22 of 25 (88 per cent) |
| 1 | Stereotyping | Verbally list five job careers which Black and Asian American women can do. | 22 of 22 (100 per cent) |
| 1 | Stereotyping | Draw minority women in a variety of occupations. | 21 of 21 (100 per cent) |
| 1 | Stereotyping | Discuss organized tasks of American Indian women which made them the foundation of tribal survival. | 21 of 21 (100 per cent) |
| 1-2 | Stereotyping | List jobs with Asian American and Black women in them. | 23 of 23 (100 per cent) |
| 2 | Stereotyping | Draw a variety of jobs with Asian American and Black women in them. | 25 of 25 (100 per cent) |
| 2-3 | Stereotyping | Draw a variety of jobs with Asian American and Black women in them. | 25 of 25 (100 per cent) |
| 2-3 | Stereotyping | List three stereotypes and three non-stereotypes about American Indian women. | 19 of 24 (79 per cent) |
| K | Discrimination | State there has never been a minority woman president and draw a picture of a woman being president and dictate a description of the picture. | 19 of 19 (100 per cent) |
| 2 | Discrimination | Discuss acts of discrimination against minority women. | 13 of 25 (52 per cent) |
| 2 | Discrimination | Identify and comment on at least one area of discrimination against Black women, and verbally list one Black woman who is recognized in the area of work. | 21 of 25 (84 per cent) |

Table 16 (cont'nued)

| | | | |
|---|---|---|---|
| 2-3 | Discrimination | Verbally list three examples of prejudice and draw a picture of someone who looks different from themselves doing something they often like to do. | 23 of 23 (100 per cent) |
| 2 | Careers | Make a collage showing minority women in stereotypic roles, and verbally analyze why the class role is not stereotypic. | 21 of 23 (91 per cent) |
| 2-3 | Careers | List at least one career of an Asian, Black, and American Indian woman. | 20 of 23 (87 per cent) |
| 4-6 | Language Arts | Read, punctuate, and spell key words from selections on minority women, and comment on professional roles of minority women. | 22 of 22 (100 per cent) |
| 4-6 | Social Studies | Identify and comment on similarities between self and two of the minority groups studied. | 22 of 22 (100 per cent) |
| 6 | Social Studies | Distinguish the various minority groups by folksongs. | 11 of 32 (34 per cent) |
| 6 | Differences | Become aware that women in general and minority women in particular have difficulties for themselves and their children. | 29 of 32 (91 per cent) |
| 5 | Discrimination | Become more aware of the discrimination that minority women are confronted with in the news media by ranking minority women, minority men, white, white women, and white men in categories of 1-4. | 25 of 27 (93 per cent) |
| 5 | Discrimination | Demonstrate knowledge about median incomes for different racial and sex groups, and develop an understanding of how race and sex affect earning. Demonstrate knowledge about discrimination and inequality by completing a pre/post-test and answering correctly all of the pre/post-test questions. | 11 of 27 (41 per cent) |

Table 16 (continued)

| | | | |
|---|---|---|---|
| 6 | Discrimination | Identify and comment on at least six poems by Asian American, Black, Hispanic, and Indian women. | 20 of 32 (62 per cent) |
| 5 | Stereotyping | Demonstrate knowledge about stereotyping by creating a filmstrip showing a minority female involved in non-stereotyped activities and by answering 75 per cent of the questions on sheets 1-10. | 13 of 27 (48 per cent) |
| 5 | Stereotyping | Become aware of their own stereotyped ideas about job roles (men and women, minority and non-minority) and describe jobs which are suitable for either men or women. | 25 of 27 (93 per cent) |
| 5 | Stereotyping | Verbally list at least five different jobs which minority women are found in. | 27 of 27 (100 per cent) |
| 5 | Stereotyping | Create a collage of one of the following: minority women, minority men, white ethnic women, and white ethnic men, and create their own advertisement placing a minority woman in non-stereotyped roles. | 21 of 27 (78 per cent) |
| 6 | Stereotyping | Identify and comment in a positive way on at least three negative beliefs about minority women. | 29 of 32 (91 per cent) |

## Summary

This evaluation of the second year of the collaborative training project, sponsored by the Women's Educational Equity Act and titled "Integrating Cultural Diversity Into Non-Sex-Biased Curriculum," examined teacher training, field testing and the classroom implementation process, and student learning outcomes. The project developed materials used in training workshops which enabled teachers to introduce short lesson units and non-sex-biased materials into their classrooms; student learning acquired as a result of this curriculum intervention was measured by lesson-specific teacher evaluations and by selected attitude and cognitive instruments.

### Teacher Training

The evaluation of teacher training focussed on project-developed materials and on teacher training workshops.

- Four three-day and four one-day workshops were conducted during the period from November 1978 through June 1979. Workshop objectives were to develop teacher awareness of institutional racism and sexism, and their effects on individuals and society; to develop awareness and understanding of Asian, Black, Hispanic, and Indian minority women; to develop awareness of the histories, cultures, and present-day concerns of these women minorities; to develop skills and strategies for assessing curriculum and for integrating non-sex-biased curriculum into their classes; and to develop action plans for further integration of classroom curricula.

- Teachers participating in the workshops rated all workshop features very highly in terms of interest and usefulness. Presentations of project staff were rated most highly; curriculum evaluation procedures were rated lowest. Teachers were highly enthusiastic about their attendance and most were very optimistic about intended workshop outcomes.

- The opportunity to develop new awareness of minority women as a subject for curriculum development and integration was seen as one of the most positive aspects of the project. Teachers also appreciated the project's value in identifying real needs and means to develop classroom curriculum units addressing these needs. They viewed the staff with very high regard and they especially appreciated workshop discussions enabling staff and participants to interact and to consider new content about minority women's concerns and problems. A few teachers felt that there was too much lecturing and overemphasis on Black minority women; other criticisms mentioned the need for a more balanced treatment of minority men and confusion about expectations. In general, criticisim was minor and narrowly specific. Workshop themes, objectives, content, and activities were endorsed most favorably by participants.

- Five types of project-developed products were field tested and revised during this second year. These were the Teacher Training Manual, the Elementary Curriculum Guide, the Secondary Curriculum Guide, an annotated bibliography titled Minority Women: Research Abstracts; and a set of five filmstrip cassettes with accompanying user's guides.

- In the evaluator's opinion, these materials are well-conceived, clearly written, tightly related to project objectives, and thoroughly professional. Format is attractive and usable. All materials developed during the first year have been revised on the basis of field testing; revision of the Teacher Training Manual has been especially extensive.

- While these materials present a wealth of integrated and innovative content developed around the concepts of discrimination, stereotyping, and similarities and differences among minority groups; one should not overlook the fact that workshop participants were also presented with an exceptionally efficient format for classroom lesson units. This format links key concepts, generalizations, instructional objectives, teaching activities, and evaluation procedures in a direct and highly-focussed way. This should be considered a major feature of the project aside from its main thematic content regarding minority women.

Field Testing and Implementation of Lesson Units

The evaluation focussed on lesson units implemented by teachers and the implementation process.

- Teachers implementing lesson units in their classrooms almost uniformly rated all units as good. Some teachers made minor adaptations during their teaching of units; few criticisms were made by few teachers about the units. In general, one can conclude that the lesson unit format and content is highly usable, and that teachers can readily solve whatever minor problems might arise during their implementation.

- Curriculum strengths perceived by the teachers were those associated with new concepts and learning, the teachability of the units, and the availability of new materials.

- Curriculum weaknesses perceived by teachers mainly centered on the project's evaluation procedures and the lack of time for teaching and evaluating instructional outcomes.

- Most teachers considered student response to the new curriculum to be either very good or excellent; about one-third of the teachers rated student response as fair. All but a handful of teachers reported that they had access to and used project materials that illustrated what they taught; all types of non-sex-biased materials were reported as used.

- Of the project-developed products, teachers rated lesson units highest with respect to implementation needs. Ratings were only average for the manual and guides; this may be explained in that the value and interest of these fade during the actual implementation process. Again, teachers reported few changes in lesson units, and changes made were context-specific.

Student Learning Outcomes

Student affective and cognitive learning ascribed to the effects of exposure to lesson units introduced by teachers was evaluated through a comparison of pre- to post-test gains for lesson unit and control groups. Selected instruments were administered and analyzed at three levels--attitude measures at the primary level (grades K through 3) and the intermediate level (grades 4 through 6), and attitude and cognitive measures at the secondary level (grades 7 through 12). Mean gains from pre-test to post-test were compared for the two groups at each level by means of t-tests for independent groups; one-tailed statistical significance was evaluated at alpha = 0.05. Cognitive outcomes were evaluated on the basis of lesson unit evaluation procedures at the primary and intermediate levels.

- At the secondary level, mean gains for lesson unit and control groups were compared on three attitude measures and on a single cognitive measure. Mean gains were found in favor of the lesson unit group for the cognitive measure and for two of the three attitude measures. Size of effect was of moderate magnitude on the attitude measures in favor of the group taught the lesson units; mean gain on the cognitive measure was of sizeable practical as well as statistical significance.

- At the intermediate level, mean gains were compared for lesson unit and control groups on three attitude scales. Two comparisons significantly favored the lesson unit group at alpha = 0.05.

- At the primary level, mean gains were compared for lesson unit and control groups on three attitude measures. None was statistically significant. Several reasons were identified as possible reasons for this; these included weak instrument validity, low content-criteria overlap, teacher reaction to the evaluation burden, low instrument reliability, and the fact that very young pupils lack experience in group testing.

- Cognitive outcomes at the primary and intermediate levels were evaluated on the basis of lesson-unit evaluation procedures. Though specific unit objectives are narrow, most units showed very high levels of classroom achievement for students exposed to the individual lesson units.

- In the evaluator's opinion, attitude scales at the intermediate level and attitude and cognitive instruments at the secondary level are very promising ones in this context. While their reliabilities are low, they appear to cover cognitive concepts and objectives taught using the lesson units and the lower level awareness emphasized by the project which teachers learn and teach to their students.

Concluding Statement

An overview of the project evaluation points to several conclusions. Project staff conducted workshops which effectively developed teacher awareness of forces in present-day society which lead to discrimination and stereotypic thinking toward minority women and which affects their ability to seek for and achieve social opportunities to which they are entitled. Teachers learned how to evaluate curriculum materials and acquired new competencies and strategies for integrating non-sexed-biased curriculum into their classes in ways that significantly facilitated student learning above the primary level. The project's collaborative training model effectively combined good materials, professional staff expertise, and motivated teachers within a workshop structure which enabled teachers to introduce new curriculum ideas and content into regular classrooms.

Student learning outcomes at the secondary level are sufficiently impressive that project staff and WEEA may wish to consider review of the project by the Joint Dissemination Review Panel, whose approval is necessary for wider-scale dissemination of this model through the auspices of the National Diffusion Network. The project has shown the operating effectiveness of this model within an in-service structure which could be implemented by most school districts. Implementation materials are now available in revised form; these are cost-effective as well as innovative. Project leadership is equally impressive so that the training of personnel at other dissemination sites to conduct workshops should pose not special difficulties.

# FIRST YEAR PROGRAM FOLLOW-UP EVALUATION REPORT

## Purpose and Design

The purpose of the first year program follow-up evaluation is to determine the impact of the project on the abilities and attitudes of teacher and student participants. The methods employed were: a) personal interviewing of teachers and b) cognitive and attitudinal testing of randomly selected student participants from 1977-78. Teachers and students were contacted in the Spring of 1979 and interviewed/tested over a three-month period.

Questions for the student cognitive surveys were selected from teacher-derived lesson plans. Their validity was confirmed by teachers, who reviewed and revised the language where necessary. The attitudinal surveys were identical to those employed by the project during the 1977-78 school year.

## Teacher Interviews: A Summary

### Elementary

All teachers were asked the same questions.

1. Have you modified your curriculum based on your participation in the W.E.E.A. Project for the year 1977-78?

2. How have you modified it?

3. Have you made other changes in your teaching based on your participation in the project?

4. List the changes below.

5. Has your perspective on the history and social condition of minority women changed since you participated in the project?

6. How has it changed?

7. What other factors can you identify as influential in your attitudes which can be traced to your participation in the project?

Eight elementary teachers from St. Paul and Roseville schools were surveyed for the first-year follow up. Five of the teachers responded positively to question one. Those who answered no, gave as reasons:

a) change in teaching assignment and preoccupation with developing an appropriate curriculum,

b) strictness of district guidelines for curriculum,

c) immaturity of students

Curriculum modification

Teachers who did modify their curriculum did so primarily by:

a) integrating W.E.E.A. developed materials into existing units or materials;

b) incorporating books and visual information from project resources into existing curriculum;

c) transmitting new attitudinal perspective to students based on workshop participation.

Six of eight teachers made other changes in their teaching based on project participation. Most stated that their awareness was increased and this change in perspective affected their teaching positively. Use of more varied culturally diverse non-sex-biased materials was also cited as a major change. Those teachers whose response was no, stated that there were simply no other changes than those stated previously.

All teachers experienced a change in their perspective on the history and social condition of minority women.

Sample comments include:

"It (my perspective) is in the process of change."

"I was unaware of conditions before. This experience gave me an internal feeling for women of color and allowed me a more enriched level of personal development."

"My feelings were strengthened. I have an increased positive awareness. I became conscious of the separate identities within women of color."

"I gained more information by dialoging with other persons. It was reinforcing."

Other comments concerned the increased knowledge gained by the participants.

Additional factors identified as influencing participants toward minority women were project staff and resource persons as well as the process of researching and developing curriculum units.

Secondary

Four of seven secondary teachers responded positively to question one. Those who did not cited changes in professional assignments as the reasons. The ways in which curriculum was modified were:

a) emphasis on women's issues within ethnic groups;

b) acquisition of reading materials on minority women;

c) expansion of audio materials in music classes;

d) "concrete" research materials made available to students.

Five of seven secondary teacher participants made other changes in their teaching.

These changes include:

a) use of resources made available by project including multi-media tools;

b) development of new lessons;

c) integration of material from lesson plans into existing subject matter as special topics;

d) increased emphasis on minority women within professions, disciplines, etc.

All of the teachers witnessed either a positive change in their perspective on minority women or a reassertion of a prior commitment to human relations. Among those changes listed, the following are representative:

a) more informed about minority women outside of one's own group and awareness of sex stereotyping;

b) removal of stereotypes of minority women;

c) awareness of contribution to literature by minority women;

d) increased sensitivity to needs of women of color.

Other factors identified as influential in teacher attitudes about minority women include:

a) the workshop process;

b) project staff and resource persons;

c) project resources.

Student surveys

Primary Cognitive

Primary students were asked specific questions based on lessons taught during 1977-78. Some were asked to depict minority women graphically.

Group A students were asked four questions and asked to draw one picture showing how a family and a minority family are alike and one showing the differences. (Questions are listed on pages 64 and 65).

The students surveyed were able to provide answers to all questions. Question four was partially answered, i.e.: students remembered what Harriet Tubman did but couldn't remember her name.

The pictures submitted showed:

A) Differences: Mexican American family had fewer members than the Anglo family.

B) Similarities:

1) Mexican Americans and Anglo-Americans at a disco

2) Mexican and Anglo-American families completing household chores.

Group B students were asked four questions and asked to draw a picture of an Indian girl and her mother.

The students surveyed were able to provide correct answers to two questions, but only one of three students could answer the remaining two questions.

All students were able to draw the pictures requested. The mother and child were depicted in several activities such as: walking to get fresh air; walking to get water; and doing certain chores while awaiting the return of a hunting party.

Group C students were asked four questions and asked to draw one picture of the groups of American minority women.

The students surveyed could not provide answers for questions one and two. They were able to give valid answers to questions four and five.

The pictures submitted depicted the women in question in a variety of roles divided fairly evenly between traditional and non-traditional occupations.

Group D students were asked four questions and asked to draw a picture of an American Indian girl and her mother and a picture of a girl from a race different than their own doing something they often like to do. Students were generally able to answer the questions. Question five produced answers that demonstrated an inability on the students' part to associate Asian women in an American envoronment.

The pictures of the Indian mother and daughter presented them:

a) finding a treasure chest,

b) doing a rain dance, and

c) expressing affection.

Two students chose Chinese girls a) reading and b) taking a nature hike. The remaining student drew a picture of a Black or Hispanic girl playing baseball.

Intermediate Cognitive

Group A intermediate students were asked five questions. Both students were able to provide adequate answers to most questions. One student could not comprehend question one. (Questions are listed on page 65).

Group B students were asked five questions. All students correctly identified television stereotypes of minorities and their activities. All but one student was able to answer question two. All but one student was able to identify stereotyped activities regarding minority women in magazines. All but two students were able to give an example of stereotype based on both race and sex. All but two students were able to provide answers to question five.

Group C students were asked five questions. All students provided valid answers to questions one and four. Only one student was able to correctly rate the income of the groups in question.

Elementary Attitudinal

A total of 23 students were given the W.E.E.A. Questionnaire #2, a 24-item survey described in the first-year evaluation reports.

The primary group consisted of ten students. On the average, positive choices outnumbered negative choices for the dark female and dark male. The opposite is true for the light male and light female.

The intermediate group consisted of 13 students. On the average, the same pattern of choices prevailed as in the primary group.

Secondary Cognitive (Questions are listed on pages 66 and 67).

The student in Group A could answer question one. The student interviewed in Group B could answer questions one and five. One of three students interviewed in Group C could answer question five. The students interviewed in Group D could not answer any of the questions. Of the three students interviewed in Group E, one could answer question two. The remaining students in this group each gave partial answers to question four.

Secondary Attitudinal

Eight students were given the W.E.E.A. Questionnaire #2 for Secondary/Post-Secondary persons described in the first-year evaluation report. It consists of eight scales involving a hypothetical situation involving a minority woman. Each scale has four items. Students responded by circling numbers on four semantic differential items ranging from 0 to 4.

The group means for secondary students in the follow-up evaluation was 0.46.

Attitudinal Comparison

Elementary Students

Compared with the group means for student post tests for 1977-78, first-year follow-up students made more positive choices for minority females and minority males. Negative choices decreased regarding minority females. See chart on page 68.

Secondary Students

Compared with their post-test group means of 1977-78, the students tested in the first-year follow-up evaluation scored significantly lower. In 1977-78, their pre-test group mean was 1.80 and their post-test group mean was 1.78.

Conclusions

It can be tentatively suggested that elementary students retained more cognitive information and maintained more positive attitudes toward minority females. Secondary students retained less information and their attitudes appear to have developed opposite to the desired direction.

It is apparent that in order for the benefits of a culturally diverse, non-sex-biased learning program to be effective, consistent exposure to new curriculum and experiences are imperative. It may also be advanced that the earlier in a student's education this is attempted, the better.

FIRST YEAR STUDENT PARTICIPANTS' FOLLOW-UP QUESTIONNAIRE

PRIMARY COGNITIVE

Group A (N = 2)

1. Can you give three ways that a person makes up their mind about a group of people before getting to know them?
2. How are minority women hurt by other people's bad treatment of them?
3. List three jobs minority women can do.
4. Name a great Black woman leader.
5. Draw a picture showing how your family and a minority family are alike. Draw one showing differences.

Group B (N = 3)

1. Why do people receive bad treatment because of their race and sex?
2. List three examples of how people make up their minds about a group of people before getting to know them?
3. List what you know about minority families.
4. Name a Black woman leader.
5. Draw a picture of an Indian girl and her mother.

Group C (N = 2)

1. List three similarities between you and any of the characters in the book, Gabrielle and Selena.
2. List three differences between you and any of the characters in the book, Gabrielle and Selena.
3. Draw one picture each of an Asian American, Black, Hispanic, and American Indian woman at work. Identify each woman and her occupation.
4. List three similarities between you and the characters in the book, Jo, Flo, and Yolanda.
5. List three differences between you and the characters in the book, Jo, Flo, and Yolanda.

Group D (N = 3)

1. Can you give three ways that a person makes up their mind about a group of people before getting to know them?

2. Draw a picture of a girl who is different from your race doing something that she often likes to do.

3. Draw a picture of an American Indian girl and her mother.

4. List three ways in which you are the same as an Asian American girl.

5. List three ways in which you are different from an Asian American girl.

INTERMEDIATE COGNITIVE

Group A (N = 2)

1. America is made up of many kinds of people. What do you know about this?

2. List the five symbolic "colors" that we find represented among the American people.

3. What does the way people think and feel about minority women do to their chances of getting jobs?

4. What things would you have to think about in making job choices?

5. What things about your job choices can you change? Not able to change?

Group B (N = 8)

1. What types of things are Asian Americans, Blacks, Hispanics, and American Indians doing when you see them in movies, magazines, newspapers, and television and when you hear them or things about them on the radio?

2. What are some of the bad things of stereotyping?

3. What stereotyped activities have you found regarding minority women in magazines?

4. Give an example of a stereotype based on both sex and race?

5. Why do you think your class was not able to find a minority woman in the magazines you looked in last year?

Group C (N = 3)

1. List three similarities and three differences between you and the Asian American girls you read about last year.

2. How does a person's race and sex affect how much money they will earn?

3. What is a stereotype? What is wrong with stereotypes?

4. Give an example of a stereotype that is based both on race and sex.

5. How would you rate these groups of people from highest (1) to lowest (4), based on their income? Black men_____; White women_____; Black women _____; White men _____

FIRST YEAR FOLLOW-UP STUDENT EVALUATION

SECONDARY COGNITIVE

Group A (N = 1)

1. Define discrimination and give an example as it relates to minority women in sports.

2. Define inequality and give an example as it relates to minority women in sports.

3. Define stereotyping and give an example as it relates to minority women in sports.

4. Identify two minority women (from different ethnic groups) and give their contributions to sports.

5. What conclusions can you draw about attitudes and opportunities for minority women in sports?

Group B (N = 1)

1. Describe how discrimination has resulted in unequal labor conditions for Hispanic workers.

2. Name two Hispanic women who are labor leaders and describe their activities.

3. From what you read last year, how do race and sex stereotyping affect the lives of minority women?

4. From what you read last year, how does inequality affect the lives of minority women?

5. From what you read last year, what are some of the similarities between you and minority women? What are some of the differences?

Group C (N = 3)

1. How does the idea of discrimination relate to the selections you read on minority women last year?

2. How does the idea of inequality relate to the selections you read on minority women last year?

3. How does stereotyping relate to the selections you read on minority women last year?

4. List as many minority women and their contributions as you can recall from your lessons last year.

5. What else do you remember of what you learned about minority women last year?

Group D (N = 2)

1. List examples of discrimination and inequality as they affect Indian women.

2. Give an example of discrimination, inequality, and stereotyping as they relate to Iva Toguri's experience.

3. Relate what you can about the impact of discrimination and inequality in the life of Maya Angelou from your reading of I Know Why the Caged Bird Sings.

4. Relate what you can about the impact of discrimination and inequality in the life of Mercedes Espinoza from your reading of Five Mexican American Women in Transition.

Group E (N = 3)

1. How does race and sex discrimination affect minority women in music?

2. What can you remember about any book you read last year on the role of women in Black music?

3. Can you give the significance of any two of the following persons to the development of the Blues: W.C. Handy; Mamie Smith; Bessie Smith; Son House; Robert Johnson; Big Mama Thornton; Ma Rainey; Memphis Minnie.

4. List one contemporary woman performer from each of these groups:

   Asian American
   Black
   Hispanic
   Indian

5. List two Blues records you remember listening to last year.

## Comparison of Elementary Attitudinal Data

Pre-test (1977-78)

N = 23

| Possible Selections | Positive Choices | Negative Choices |
|---|---|---|
| White women | 2.30 | 1.61 |
| Minority women | 6.00 | 6.48 |
| White men | 1.91 | 2.17 |
| Minority men | 1.78 | 1.70 |

Post-test (1977-78)

N = 23

| Possible Selections | Positive Choices | Negative Choices |
|---|---|---|
| White women | 2.65 | 1.56 |
| Minority women | 5.09 | 6.13 |
| White men | 2.13 | 2.13 |
| Minority men | 2.17 | 2.17 |

First-Year Follow-Up (1979)

N = 23

| Possible Selections | Positive Choices | Negative Choices |
|---|---|---|
| White women | 1.74 | 2.26 |
| Minority women | 6.56 | 4.61 |
| White men | 1.74 | 2.78 |
| Minority men | 3.17 | 2.17 |

## IV. Problems Experienced by Project

### A. Post-Secondary Involvement

#### 1. First Year

a. Post-secondary involvement was very low. Only three post-secondary educators participated in workshops. None of them developed or taught lesson plans on minority women.

b. Factors which contributed to low involvement were lack of staff to actively recruit and provide follow-up services to post-secondary educators and the lack of active support from the Women's Studies Department, University of Minnesota, and Hamline University.

#### 2. Second Year

a. The addition of a half-time Post-Secondary Curriculum Specialist on Minority Women facilitated the involvement of educators from Hamline University. A workshop was held for them on February 13 and 15, 1979. However, the Post-Secondary Curriculum Specialist on Minority Women resigned on February 15, 1979. A replacement was hired as of March 10, 1979. This person was able to follow-up with workshop participants on developing ideas for teaching about minority women. She also made some contacts with members of the Women's Studies Department, University of Minnesota. These activities were abruptly interrupted by her sudden quitting on June 16, 1979.

b. Due to the project's timeline of quality product development and the time that it would take to hire a new person, the decision was made to omit post-secondary materials in the final project products. This decision was approved by the project officer.

#### 3. Reasons for Low Involvement

Low involvement of post-secondary educators in this project was disappointing. The liaisons voiced their enthusiasm and support of the project, but they themselves did not become actively involved at the practitioner's level. Dr. George Redman, Hamline University, did provide a great deal of feedback on product development, especially in regard to the teacher training manual. Perhaps, this is the role best suited to university staff when working with a school district. It can also be suggested that university professors do not believe or agree that innovations flow "upward" from the school district level to the university. Rather, such dissemination is "downward." In addition, these may be feelings on the part of some university staff members that academic freedom means teaching what <u>they</u> think should be taught -- not non-doctorates at the school district level.

B. Audiovisual Development

Audiovisual development is a time-consuming process. Adequate planning must provide for review of scripts by the Women's Program Staff, obtaining permission to use copyrighted materials, and field-testing. The fact that the project was able to develop five slide-tapes/sound filmstrips on minority women is a great accomplishment when other project activities and products are taken into consideration. The development of audiovisual materials was difficult to do when project staff was simultaneously involved in other project work that required their involvement. Consequently, a three-month no-cost extension was requested to accommodate field-testing and revisions. This request was granted by the project officer.

C. Project Evaluation

Project evaluation attempted to be thorough in assessing project-developed materials, the in-service training model, implementation of lesson plans, and field-testing student learning outcomes. By far, the greatest difficulty experienced was in assessing student attitudes toward minority women. Attitudes are difficult to measure since they take a long time to develop and this was not a long-term project. In addition, the instruments used were moderately reliable, and, in some instances, had to be locally developed/adapted. Consequently, only low-level affective outcomes can be expected using instruments which themselves are experimental. Future projects should consider these factors when designing evaluation that takes into account attitudinal measurement(s).

D. Lack of Qualified Staff

There is a lack of qualified staff in respect to creating in-service training models and curriculum as they apply to minority women. The first year of the project had staff who had to develop those skills and the knowledge base. Both persons resigned, and new staff was hired for the second year. Fortunately, second-year staff persons were more qualified and cooperative with one another. Consequently, a team spirit developed and project implementation was done more easily and effectively.

E. Moving

The project was initially located in Highland Park Elementary School. In July, the project was moved from that school to Homecroft Elementary School. Project activity was limited for approximately two weeks due to packing up the resource center materials and unpacking them in the new place.

F. Summary

The problems experienced by the project over the two-year-and-three-month span were not so great as to impede the attainment of project objectives. A great deal of work was proposed for the stated time period. The cooperation of second-year staff and their teamwork especially contributed to the final development of project products. It is the belief of project staff that the products represent a much-needed component in our educational systems. This belief has been confirmed by the many requests for them received from throughout the nation.

V. Project Products

The following products were developed by the project, Integrating Cultural Diversity into Non-Sex-Biased Curriculum:

A. Teacher Training Manual

This manual includes guidelines, objectives, an agenda, handouts, and detailed instructions for implementing a three-day in-service workshop on developing curriculum for teaching about minority women.

B. Minority Women: An Annotated Bibliography

This bibliography contains examples of resources, print and non-print, which can be used in teaching about minority women. Elementary, secondary, and post-secondary teacher resources are included for American Indian, Asian American, Black, and Hispanic women.

C. Elementary Curriculum Guide

This guide contains 25 examples of lesson plans and activities for teaching about minority women in a variety of subject areas.

D. Secondary Curriculum Guide

This guide contains 21 examples of lesson plans and activities for teaching about minority women in a variety of subject areas.

E. Filmstrip User's Manual

This manual accompanies the filmstrips on minority women. It contains discussion guides, filmstrip scripts, additional information, and suggested classroom activities.

F. Five Sound Filmstrips

America's Women of Color: Past, Present, and Future presents an overview of the American Indian, Asian American, Black, and Hispanic women in America as compared to white women. It discusses employment, historical figures, stereotyping, and issues of concern to both minority and non-minority women.

American Indian Women covers traditional and present-day roles of American Indian women. It also presents current concerns of American Indian women.

Asian American Women gives an overview of Asian American history and early Asian women; cultural traditions and values; stereotypes; and present-day concerns.

La Mujer Hispana: Mito y Realidad/The Hispanic Woman: Myth and Reality presents information on three groups of Hispanic women: Chicanas, Cubanas, and Puertorriqueñas. Topics included are historical roles and areas of involvement.

Not About To Be Ignored provides an overview of Black women in America in the past and present.

G. Project Brochure

The brochure explained objectives and activities of the project and was widely disseminated within participating institutions as well as to individuals/groups who requested information about Integrating Cultural Diversity into Non-Sex-Biased Curriculum. A copy of the brochure is found in Appendix E.

APPENDIX A

# FIRST YEAR (1977-78)

# ANNUAL PROGRESS REPORT

for

# INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULUM

Gloria L. Kumagai
Project Director

December 29, 1978

TABLE OF CONTENTS

Project Staffing Patterns ..... 1

Annual Progress Report ..... 5

Work Accomplished To Date ..... 5
Evaluation Activities ..... 13
First Year Problems ..... 39
First Year Products ..... 41

Appendices

A - Job Postings
B - Job Posting
C - Job Posting
D - Project Participants
E - Workshop Agendas
F - Post-Secondary Survey and Results
G - Evaluation Instruments

## Project Staffing Patterns

I. Project Staff

A. Recruitment for project staff, i.e. Curriculum Specialist on Minority Women and Research Assistant, occurred from September 13-28, 1977. The postings are found in Appendix A.

B. Interviews were conducted for the Curriculum Specialist on October 4 and 6, 1977; and for the Research Assistant on October 3, 7, and 10, 1977.

C. The individuals selected for those positions were:
   1. Rebecca Carpentier - white, female; Curriculum Specialist on Minority Women (I.O F.T.E.), $500 bi-weekly; started on October 17, 1977.
   2. Valerie Lee Hess - Asian/Pacific Islander, female; Research Assistant (I.O F.T.E.), $550 bi-weekly; started on October 17, 1977.

D. The Clerk-Typist I position (I.O F.T.E.), was filled by Eleanor H. Wold, white, female, on December 1, 1977 at $290 bi-weekly.

E. The Research Assistant position was vacated by Ms. Hess on June 16, 1978.
   1. Recruitment for this position occurred from May 15-22, 1978. The posting is found in Appendix B.
   2. Interviews were conducted on June 13, 1978.
   3. The individual selected for this position was:
      Walker J. Foster III - Black, male; started on July 10, 1978 at $550 bi-weekly.

F. The Curriculum Specialist on Minority Women position was vacated by Ms. Carpentier on September 15, 1978.
   1. Recruitment for this position occurred from August 25, 1978 through September 8, 1978. The posting is found in Appendix C.
   2. Interviews were conducted on September 12 and 13, 1978.
   3. The individual selected for this position was:
      Anita Faber Spencer - Black, female; to start on October 11, 1978 at $805 bi-weekly. Ms. Spencer is a certified teacher and is paid according to the teacher payroll scale.

G. As of September 30, 1978, the individuals employed by the project were:

1. Gloria L. Kumagai, Asian/Pacific Islander, female; Director (.75 F.T.E.), $14,000/year.
2. Walker J. Foster III
3. Eleanor H. Wold

H. Project headquarters, housing staff and a resource center, is located in Room 110 at Highland Park Elementary School, 1700 Saunders Avenue, St. Paul, Minnesota 55116. Telephone number is 612-698-7677.

II. Consultants

A. Consultants who were utilized in the project's in-service workshops:

1. Lorraine Berman - Black, female; participated in a panel on minority women and spoke about Black women's history, heritage, culture and present-day concerns. Rate of pay: 2 hours x $25/hour = $50.00.
2. Vivian Jenkins Nelsen - Black, female; did presentations on institutional racism and sexism as they affect minority women and on personal and organizational change. Rate of pay: 17 hours x $25/hour = $425.00.
3. Anita Faber Spencer - Black, female; participated in a panel on minority women and spoke about Black women's history, heritage, culture and present-day concerns. Rate of pay: $25/2 hours x 4 hours = $50.00.

B. Consultants who were utilized in the development of curriculum guides and a teacher training manual.

1. Sharon Day Garcia - Indian, female; wrote a paper on American Indian women for inclusion in the teacher training manual. Rate of pay: 5 days x $50/day = $250.00.
2. Kathleen Gilchrist - Black, female; provided artwork (sketches of minority women) for inclusion in curriculum guides, teacher training manual and research abstracts. Rate of pay: 25 hours x $15/hour= $375.00
3. Vivian Jenkins Nelsen - Black, female; provided a paper on Black women in America. Rate of pay: $100.00

4. Sharon Shiraiwa - Asian American female; assisted in writing lesson plans for curriculum guides. Rage of pay: 5 hours x $12.50/hour = $62.50.
5. Carmen Tafolla - Hispanic, female; provide a paper on Hispanic women in America. Rate of pay: $100.00.

C. Consultants who were utilized in the development of filmstrips on minority women:
   1. Associated Images - produced the slide-tape/filmstrip, "America's Women of Color: Past, Present and Future." Fee: $3,200.00.
   2. Mary K. Boyd - Black, female; participated as a model in the filmstrip on Black Women. Rate of pay: 7 hours x $12.50/hour = $87.50.
   3. Sharon Day Garcia - Indian, female; participated as a model for "America's Women of Color: Past, Present and Future." Rate of pay: 3 hours x $12.50/hour = $37.50.
   4. Rebecca Garay Heelan - Hispanic, female; participated as a model for "American's Women of Color: Past, Present and Future." Rate of pay: 4 hours x $12.50/hour = $50.00.
   5. Kay Jorgensen - white, female; provided make-up services for "America's Women of Color: Past, Present and Future." Rate of pay: 1 hour x $20/hour = $20.00.
   6. Vivian Jenkins Nelsen - Blac, female; provided the following services:
      a. "America's Women of Color: Past, Present and Future."
         1. Filmstrip script development - 1.5 days x $100/day = $150.00.
         2. Participation as a model and narrator - 3 1/2 days x $100/day = $350.00.
      b. Filmstrip on Black women:
         a. Filmstrip script development - 2 days x $100/day = $200.00.
         b. Narration services - 1/2 day x $100/day = $50.00.
   7. Rosemary Peterson - Hispanic, female: participated as a model in "America's Women of Color: Past, Present and Future." Rate of pay: 1 hour x $12.50/hour = $12.50.

8. Mary Satre - white, female; provided artwork for filmstrip on Black women. Rate of pay: 20 hours x $15/hour = $300.00.
9. Craig Theisen - white, male; provided assistance in planning the development of audio-visual products. Rate of pay: 2 hours x $25/hour = $50.00

Rates of pay are in accordance with approved district rates.

ANNUAL PROGRESS REPORT

I. Work Accomplished During the First Year

The following activities were done from October 1, 1977 through September 30, 1978, to meet project objectives:

A. Objective #1: By September 30, 1978, the existing research, literature and information on minority women will be collated by project staff.

Activities done to meet this objective:

1. Project staff has identified the literature on minority women. To date, we have gathered and reviewed over 2,000 pages of research literature on minority women. Some pieces deal with a specific group, some with minority women in general and some compare groups. The topics covered include socio-economic status (e.g. employment, education and health), history, psychology and life style. Some of the specific issues which are especially emphasized are the role of minority women in the feminist movement and the relationship between sexism and racism. Material has been acquired from a variety of sources such as individual resource people; local libraries and resource centers; minority groups, feminist, educational and professional organizations; federal and local government agencies.

2. Project staff has consolidated relevant information into abstracts which can be used by teachers and others in curriculum development and teaching. An annotated bibliography, Minority Women: Research Abstracts was initially drafted in December, 1977 and was updated in April, 1978. In July, the final draft was written for use by teachers and others during the project's second year.

3. Project staff has secured available materials and resources on minority women for use in development and implementation of in-service training and integrated curriculum.

   Approximately 1,000 books, articles, pamphlets and curriculum units including a few available audio-visuals on minority women. have been secured for the resource center. A sample bibliography of resources on minority women has been developed for use by project staff and participants. A complete bibliography will be available for dissemination after the project's second year.

4. Objective #1 has been accomplished during the project's first year. Updating of information will occur during the project's second year.

B. Objective #2: By September 30, 1978, a collaborative training model with process and content components to integrate minority women curriculum into the curriculum of women's studies and other areas of instruction in selected elementary and secondary schools and colleges and universities will be developed by project staff and participating educators.

Activities done to meet this objective:

1. During October and November, eighteen teachers from participating educational institutions were recruited for project involvement. Project staff met at least two times with liaisons at each institution: Frank McCray, Roseville Area Schools; George Redman, Hamline University; Sandra Johnson, St. Paul Public Schools and Gayle Graham Yates, Women's Studies Department, University of Minnesota. A list of first year project participants can be found in Appendix D.
2. An organizational meeting for project participants was held on Wednesday, December 16, 1977 from 8:30 a.m. to 11:30 a.m. A detailed

overview of the project and expectations for participation were shared by project staff. In addition, participants were able to get to know one another through a structured small group experience. And, pre-testing of participants' attitudes, beliefs and knowledge regarding minority women was accomplished. A copy of the instrument and summary of results are found in the section on evaluation.

3. Initial 3-day in-service workshops for participating educators were held in January on the following dates:

   January 16, 17, 18, 1978 - elementary teachers

   January 23, 24, 25, 1978 - St. Paul secondary teachers

   January 30, 31, February 1, 1978 - Roseville secondary teachers

   Secondary teachers were in-serviced in two groups due to the shortage of substitutes in St. Paul Public Schools. Post-secondary educators had a choice of attending any of the workshops.

4. The workshop was devised to cover three days. Copies of workshop agendas are included in Appendix E. The first day focused on increasing awareness about institutional racism and sexism and women of color. On the second day, participating educators were introduced to the following format for integrating their classroom curriculum:

   a. Negative devices to look for in materials, programs, curricula and/or other sources.

   b. Review of racism and sexism.

   c. Four key concepts to utilize in integrating minority women into classroom curriculum:

      <u>Discrimination</u>:

      To make a distinction, as in favor of, or against a person or persons on the basis of race and/or sex rather than on individual merit.

Inequality:

The condition of being unequal; injustice or social disparity of power and privilege.

Similarities and Differences:

Areas in which people can be similar or different are: physical, cultural and values.

Stereotyping:

A set image; a standardized or typical image or conception held by or applied to members of a certain group.

d. Time for examining books, articles, curriculum units and audio-visuals inclusive of minority women. These materials are located at project headquarters where in-service sessions are conducted.

e. Brainstorming ways of integrating curriculum.

f. Lesson plan format for developing lesson plans and activities for integrating cultural diversity into non-sex-biased curriculum.

g. Handouts and workshop materials utilized in the initial in-service training have been compiled into a teacher training manual for use during the project's second year.

5. After the initial workshop, participating educators met several times to further work on the development of lesson plans and activities:

| | |
|---|---|
| February 15 and 16 | Roseville elementary |
| February 27 | Roseville secondary |
| March 6, 7 and 8 | Roseville elementary |
| March 9 and 13 | St. Paul teachers |
| March 14, 16 and 17 | Roseville secondary |

| | |
|---|---|
| March 21 | Roseville secondary |
| April 10 and 11 | St. Paul teachers |
| May 3 and 4 | St. Paul teachers |

6. Participating educators completed two process evaluation forms so that staff could further assess the impact of in-service training and participation in project activities. A summary of this evaluation activity can be found in the section on evaluation.

7. The Women's Studies Department of the University of Minnesota has not been actively involved in project activities. In discussing this situation with the liaison, Dr. Yates, it was determined that project staff send a survey to assess the need for staff development with those faculty members who teach courses relevant to women's studies. In March, a questionnaire was sent to them. The returns indicated that an in-service session in May would be appropriate. (Copies of the survey and summary of results are found in Appendix F). An afternoon session was scheduled on Thursday, May 18, 1978 from 1:00 p.m. to 4:00 p.m. However, it was cancelled due to the fact that only one faculty person indicated an interest in attending it.

8. Hamline University is the other post-secondary institution that is participating in this project. Three faculty members attended an initial three-day workshop in January. However, they did not believe that they would have time to teach an integrated classroom curricula. Due to the fact that the curriculum specialist was extensively involved with the K-12 teachers, it was difficult to provide follow-up services to these individuals.

9. Project staff met with participating teachers on May 30 (elementary teachers) and May 31 (secondary teachers) for a final in-service session. Teachers evaluated project activities through group discussion and completing a final evaluation form. In addition, they were post-tested as to their knowledge of and attitudes toward minority women in this society. A discussion of this evaluation activity is found in the section on evaluation.

10. Project staff began recruiting educators for participation in second year project activities in September.

11. Objective #2 has been met in regard to elementary and secondary levels. It was not met in respect to post-secondary education. This is due to the lack of participation by post-secondary educators and lack of project staff to actively recruit and involve post-secondary staff. It is expected that this objective will be fully met at the end of the second year as a half-time post-secondary curriculum specialist on minority women was approved.

C. Objective #3: By September 30, 1978, curriculum packets/resource guides on minority women will be available and piloted on the elementary, secondary and post-secondary levels.

Activities done to meet this objective:

1. Beginning March 14, 1978, participating elementary and secondary teachers pre-tested their students as to their attitudes toward minority women in this society. Pre-testing was done on locally-developed instruments as discussed in the section on evaluation.

2. Participating teachers taught the lesson plans which they developed during in-service sessions between March 14 and April 12, 1978. The curriculum specialist on minority women visited classrooms of participating teachers and assisted them in implementing their curriculum when it was appropriate.

3. Beginning April 12, 1978, participating elementary and secondary teachers post-tested their students as to attitudes toward minority women in this society. A summary of pre/post-test results can be found in the section on evaluation.
4. At the final in-service session on May 30 and 31, 1978, participating teachers critiqued their developed curriculum as to strengths and weaknesses. Their comments are found in the section on evaluation.
5. The lesson plans and activities developed by participating teachers were compiled into two curriculum guides--one for elementary and one for secondary teachers. These lesson plans will be field-tested during the project's second year.
6. Objective #3 has been met in regard to elementary and secondary levels. It is expected that post-secondary curriculum examples will be developed during the project's second year.

D. Objective #4: By September 30, 1978, multi-media materials, i.e. a series of videotapes/slide-tape shows, which document the role of minority women in current issues pertinent to women, will be available for dissemination.

Activities done to meet this objective:

1. In June, project staff met with a media consultant to discuss the development of audio-visuals. Since video-tape production is costly, it was decided that the project develop slide-tape shows which would be converted into filmstrips with cassettes. A total of six slide-tapes/filmstrips covering the following topics would be produced:

   Minority women in general

   American Indian women

   Asian American women

   Black American women

Hispanic American women

Racism and sexism

2. In July, project staff with the assistance of a consultant developed a script for a filmstrip on American's women of color.
3. The script was reviewed by the Women's Program Staff in July.
4. Production of the filmstrip by a media production firm began in August and the slide-tape version was completed as of September 30, 1978. The slide-tape/filmstrip will be field-tested in teacher training workshops as well as with students. A user's manual will be developed for it.
5. During September, production by St. Paul Schools began on a slide-tape on Black women. As of September 30, 1978, this was only half completed and will be finished during the project's second year. This slide-tape will be field-tested with students and staff. In addition, a user's manual will be developed.
6. Objective #4 was only partially met during the project's first year. Four additional slide-tapes/filmstrips need to be produced and one completed. All will be field-tested during the project's second year.

Additional Activities

Project staff was involved in giving presentations to various groups throughout the first year, such as:

MIDWEST SOCIAL STUDIES CONFERENCE

BORN FREE, WEEAP at University of Minnesota

WEEA Project Directors' Meeting, April, 1978

Various schools within participating school districts

There is interest in the project as evidenced by requests for information from throughout the country.

APPENDIX B

# INITIAL PROGRAM PERFORMANCE REPORT

# FOR

# INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULUM

GLORIA L. KUMAGAI

PROJECT DIRECTOR

March 30, 1979

PROGRAM CFDA NO.: 13.565

GRANT NO.: G007703018

TABLE OF CONTENTS

Project Staffing Patterns ..... 1

Initial Program Performance Report ..... 4

APPENDICES

A - Job Postings

B - Workshop Agenda

C - Teacher Pre/Post Test Instruments and Teacher Pre-Test Data Analyses

D - Workshop Evaluation Form

E - Workshop Survey Analyses

F - Student Pre/Post-Test Instruments

G - Mid-Point Progress Report and Field Test Evaluation Questionnaire

H - Evaluation Forms for Slide-Tapes

I - Minority Women: Research Abstract Update

J - Project Newsletters

K - Hamline University Workshop Materials

L - Follow-Up Evaluation

II. Consultants

A. Consultants who have been utilized in the project's in-service workshops:

1. Donna Jones - Black, female; did three presentations on institutional racism and sexism. Rate of pay: 9 hours X $25/hour = $225.
2. Laura Wittstock - Indian, female; provided information on American Indian women. Rate of pay: 2 hours X $25/hour = $50.

B. Consultants utilized in filmstrip development:

1. Associated Images - produced the slide-tape/filmstrip on Asian American women. Fee: $3,200.
2. Tene Cameran - Black, female; provided modeling and narration for slide-tape on Black women. Rate of pay: 1½ days X $100/day = $150.
3. Marie Caples - Black, female; provided historical drawings for slide-tape on Black women. Rate of pay: 38 hours X $12.50/hour = $475.
4. Donna Jones - Black female; provided narration for slide-tape on Black women. Rate of pay: 2 hours X $25/hour = $50.
5. Chan Soon Olson - Asian/Pacific Islander, female; provided modeling and narration for slide-tape on Asian American women. Rate of pay: 1 day X $100/day = $100.
6. Thomas Timmons - White, male; provided photography and tape production for the slide-tape on Black women. Rate of pay: 102 hours X $12.50 = $1275.
7. Linda Hashimoto van Dooijiweert - Asian/Pacific Islander, female; provided modeling and narration for slide-tape on Asian American women. Rate of pay: 1 day X $100/day = $100.

8. Laura Wittstock - Indian, female; provided a paper on American Indian women for inclusion in the user's manual for the slide-tape, "America's Women of Color: Past, Present, and Future." Rate of pay: $100 fee.
9. Laura Wittstock - Indian, female; provided consultation services for a filmstrip script on American Indian. Rate of pay: 1 day X $100/day = $100.
10. Ben Wong - Asian/Pacific Islander, male; provided historical drawings for slide-tapes on minority women and Asian American women. Rate of pay: 11 hours X $12.50/hour = $137.50.

## INITIAL PROGRAM PERFORMANCE

I. Work Accomplished to Date

The following activities were done from October 1, 1978 through March 31, 1979 to meet second-year project objectives.

A. Objective 2.1: By September 30, 1979, the collaborative training model with process and content components for integrating cultural diversity into non-sex-biased curriculum will be refined and field tested by project staff and participating educators.

Activities done to meet this objective:

1. Project staff has developed a refined model of in-service training and curriculum development based on the first-year workshop evaluations and over-all evaluation of project activities. A copy of the workshop agenda utilized in second-year workshops is found in Appendix B. In addition, the Teacher Training Manual that contains information basic to the workshop is being field tested during the workshops. The workshop model involves an initial three-day session and a maximum of two follow-up sessions. During the three-day workshops, participants develop an awareness of racism, sexism, and minority women, and they develop skills and strategies for teaching about minority women by creating and integrating lesson plans into their on-going classroom curricula. Expectations for participants include field testing three lesson plans developed during the project's first year and developing three new lesson plans during the workshop. The follow-up sessions are for finalizing lesson plans and pre-and post-testing of students.

2. Project staff has recruited approximately forty educators to participate in workshops. These educators have been recruited through the project's monthly newsletter, personal contacts, and notices/brochures sent to all staff members of participating institutions. The only institution not participating at this time is the Women's Studies Department of the University of Minnesota.
3. Five workshops have been conducted since October:
   a. November 14, 15, 16, 1978
      Follow-up Sessions: November 21, December 20, 1978
      Attended by nine elementary teachers from St. Paul Schools.
   b. January 17, 18, 19, 1979
      Follow-up Sessions: February 14, March 13, 1979
      Attended by 20 elementary teachers from St. Paul and Roseville Area Schools.
   c. January 23, 24, 25, 1979
      Follow-up Sessions: February 21, March 14
      Attended by five secondary teachers from St. Paul Schools.
   d. February 13, 15, 1979
      Attended by eight faculty members from Hamline University
      Individual follow-up sessions scheduled with each participant.
   e. February 27, 28, March 1, 1979
      Attended by eight secondary teachers from St. Paul and Roseville Area Schools.
      Follow-up Sessions: March 14, 22, 29, 1979.
4. Workshops have been conducted by project staff with a minimum of consultants. The rationale for this aspect is that the workshop model is to be implemented in schools/universities/groups at a minimum cost.
5. All participating K-12 educators have been pretested in regard to their knowledge of minority women and attitudes toward racism, sexism, and minority women. This assessment has been done on a combination of

developed instruments.

a. The general knowledge survey used during the project's first year was revised in September and is used to assess the cognitive component. A copy of this instrument is found in Appendix C.

b. In regard to attitudes toward racism, sexism, and minority women, the Situational Attitudinal Scale (SAS) and Situational Attitudinal Scale-Women (SAS-W) are given in addition to a revised version of SAS that measures attitudes toward minority women. Examples of these instruments and an overview of pre-test results are found in Appendix C.

6. Participation educators have assessed the initial three-day workshops. The workshop survey form can be found in Appendix D. Summaries of evaluations of workshops can be found in Appendix E.

B. Objective 2.2: By September 30, 1979, the developed culturally diverse non-sex-biased curriculum packets/ resource guides will be field tested by project staff and participating educators.

Activities done to meet this objective:

1. As a result of first-year project activities, two curriculum guides on minority women were developed These guides contain a variety of lesson plans on minority women created by first-year participating teachers. The Elementary Curriculum Guide on Minority Women contains 13 examples of lesson plans in areas such as Career Education, Mathematics, Art, Reading, and Social Studies. The Secondary Curriculum Guide on Minority Women contains 13 examples of lesson plans for the areas of Music, Mathematics, Physical Education, English, Reading, and Social Studies. Second-year participating teachers have selected three lesson plans from the guides and are field testing them. They will

also field test three lesson plans which they develop during the workshops.
In addition, three teachers who participated in first-year project activities are field testing lesson plans which were developed during that first year.

2. Teachers have begun to pre-test their students' knowledge of and positive attitudes toward minority women. The assessment is being done on both locally developed and existing instruments.
   a. Cognitive measurement
      1. Each lesson plan has criterion-referenced behavioral objective(s). Teachers pre-test their students in regard to these objectives
      2. In addition, all participating secondary and post-secondary students are pre-tested on a general knowledge survey on minority women.
   b. Attitudinal measurement
      1. Grades K-3 are pre-tested on the Color Meaning Test II (CMT II) and the Sex Attitude Measure (SAM) developed by Williams, Best and Associates. They are also given a locally developed instrument to assess their attitudes toward minority women. This instrument was developed by project staff during the first year and is a modified version of the Preschool Racial Attitude Measure II and the Sex Stereotype Measure II developed by Williams.

2. Grades 4-6 are pretested on the SAM and a modified Situational Attitude Scale (SAS) developed by Sedlacek and Brooks. In addition, they are given an adaptation of the Situational Attitude Scale (SAS) developed by Sedlacek and Brooks.
3. Grades 7-12 are pre-tested on modified versions of the SAS and SAS-W. In addition, they are given an adaptation of the Situational Attitude Scale (SAS).

c. Please note: Students will be post-tested on all of the above-described instruments. Copies of the instruments can be found in Appendix F.

3. Participating teachers are also logging their experiences in teaching culturally diverse non-sex-biased curriculum. A copy of the logging form, i.e. progress report, can be found in Appendix G. The teachers who are field testing first-year lesson plans only are logging their experiences on a field test evaluation form. A copy of this form is also found in Appendix G.

C. Objective 2.3: By September 30, 1979, multi-media materials, i.e. a series of slide-tapes/filmstrips, which document the role of minority women in current issues pertinent to women will be completed and available for dissemination.

Activities done to meet this objective:

1. Project staff has developed two slide-tapes since October. One is on Black women and the other is on Asian American women. These slide-tapes, along with "America's Women of Color: Past, Present, and Future", are being field tested with educators by project staff and with students by participating teachers. Copies of the field test evaluation forms are found in Appendix H. The feedback received from field-test situations/ participants is being used in developing a user's

manual which will accompany the filmstrips.

2. Production of three slide-tapes on Hispanic women, Indian women, racism and sexism will begin in April, 1979.

B. Objective 2.4: By September 30, 1979, annotated bibliographies of books, materials, and research abstracts developed during the first year will be updated by project staff for final dissemination.

Acticities done to meet this objective:

In December, 1978, the research abstracts were updated by the research assistant. A copy of the update is found in Appendix I.

II. Dissemination of Information on Project

A. Project staff has been involved in numerous activities in an effort to disseminate information about this project and generate enthusiasm for project products. Following is a schedule of presentations made by project staff:

October 19, 1978: Display at Education Fair sponsored by State Department of Education.

November 11, 1978: Display at Minnesota Women in Higher Education Meeting.

November 29, 1978: Presentation to Roseville Area Schools' Teacher Advisory Council.

December 6, 1978: Presentation to faculty at Falcon Heights Elementary School, Roseville Area Achools.

January 10, 1979: Presentation to North Heights Elementary School, Roseville Area Schools.

January 15, 1979: Presentation to Como Junior High School, St. Paul Public Schools.

January 16, 1979: Presentation to Mounds Park Junior High School, St. Paul Public Schools.

January 19, 1979: Presentation at the State-wide Human Relations Workshop.

January 22, 1979: In-service session conducted at Roseville Area Schools All-Day In-Service.

January 23, 1979: Presentation to Highland Park Elementary School, St. Paul Public Schools.

January 31, 1979: Presentation to Edgerton Elementary School, Roseville Area Schools.

February 15, 1979: Audiovisual display at WEEA Project Directors' Meeting, Washington, D.C.

February 16, 1979: In-service session conducted for the ESAA Multi-Cultural Team.

February 20, 1979: Presentation to Hancock Elementary School, St. Paul Public Schools.

March 6, 1979: Presentation to Battle Creek Junior High School, St. Paul Public Schools.

March 16, 1979: Presentation to Career Study Center, St. Paul Public Schools.

3. In addition, the staff publishes a monthly newsletter, "Minority Women's Focus." This newsletter is distributed to all staff members of St. Paul and Roseville Area Schools as well as faculty members of the University of Minnesota and Hamline University. Copies of the newsletter are found in Appendix J.

st-secondary Involvement of post-secondary educators has been present s year. The addition of a half-time Post-secondary Curriculum cialist on Minority Women has assisted in recruiting and main- ning relationships with post-secondary educators who have pressed an interest in participating in project activities.

t Hamline University staff members participated in a two-day shop in February. The workshop agenda, evaluation form and op evaluation analysis can be found in Appendix K. At the , the Post-Secondary Curriculum Specialist on Minority e following up on workshop participants. It appears that uals have begun to integrate aspects of culturally diverse -biased curriculum into their curricula. Examples will lable in written form by the end of the project year.

n Studies Department at the University of Minnesota has not

been involved to date due to the absence of the chairperson, Gayle Graham Yates. However, she has now returned from her sabbatical, and project staff will be recruiting from that department in April.

IV. Additional Evaluation Activities

Follow-up of first year participating educators in respect to further usage of project products and integration of their curricula began as of March 16, 1979. Teachers will be interviewed by the research assistant. A random sample of students will be administered the following instruments:

1. Elementary students
   a. Cognitive-students will be given a sampling of questions based on the lesson plans on minority women which were taught to them last year.
   b. Affective-students will be given W.E.E.A. Questionnaire #2 that was developed last year and is being used again this year. (A copy is in Appendix F).

A copy of the timeline for this follow-up evaluation as well as a copy of the interview questions for teachers can be found in Appendix L.

V. Conclusions

Project activities are being implemented according to the timeline presented in the second-year proposal for funding. No major problems have been encountered. It appears that project products will be fully developed and sent to the Women's Program Staff by September 30, 1979.

saint paul public schools
URBAN AFFAIRS / W.E.E.A. PROJECT
INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULUM

HIGHLAND PARK ELEMENTARY SCHOOL 1700 SAUNDERS AVENUE ST. PAUL, MINNESOTA 55116 TELEPHONE: (612) 698-7677

April, 1979

# MINORITY WOMEN'S FOCUS

## About This Issue

This issue of the newsletter focuses on Asian American women. This year, Asian American Week will be nationally celebrated for the first time. It is scheduled for the first week in May. Since Chicano and American Indian weeks are also in May, the next newsletter will provide information on these groups of women.

## Lotus Blossum Doesn't Live Here Anymore

Traditionally, Asian women in this country have been viewed as shy, retiring geishas and perfect accommodating wives. These stereotypes have been perpetuated by media portrayals of Asian women as well as the lack of adequate information about them.

Today, Asian American women have increasingly organized to fight these stereotypes and to bring about changes in those areas which affect them on a daily basis, such as employment, provision of bilingual bicultural social/community services, education, and quality of health care. For example, the median salary of employed Asian American women is $5,000 a year -- one-half the salary of employed Asian American men (which is less than the median salary of white males.) In addition, employed Asian American women are concentrated in clerical occupations in spite of their educational backgrounds (comparable to the national medians.)

Concerns such as these have been incentives for Asian American women to build coalitions throughout the country. As their activities increase and Asian American women become more visible, women of Asian ancestry will be recognized as they are -- individuals with talents, feelings, ideas, and contributions.

No, Virginia, Lotus Blossum doesn't live here anymore, and she has left no forwarding address.

## APRIL WORKSHOPS

Two one-day workshops will be conducted for K-12 teachers in April. On April 4, elementary teachers can attend and secondary teachers can attend on April 19. If you are interested, please fill out the registration slip and send it to Anita Faber Spencer, Room 110, Highland Park Elementary or Frank McCray, Roseville.

integrating
cultural diversity
into
non-sex-biased
curriculum

## FROM OUR BOOKSHELVES

### Secondary - Post Secondary

Wilson, Michael and Deborah Silverton Rosenfelt. Salt of the Earth. Old Westbury: The Feminist Press, 1978.

This is the screenplay of the film by the same name which was made at the height of the McCarthy era (1953) by a group comprised of black-listed filmmakers and members of a progressive union. Wilson wrote the original screenplay and Rosenfelt wrote the commentary in this current publication. The story itself concerns an actual strike initiated by Chicano zinc miners in New Mexico. It is narrated by a Chicana whose consciousness grows as, in the duration of the strike, the women teach the men that labor struggle has no room for sexist division.

In addition, the book contains contemporary accounts by the filmmakers, an actress and a crew member; a letter from Howard Hughes outlining methods to arrest the completion of the film; and a chronology of the film's history.

### Junior High

Dodge, Robert K. and McCullough, Joseph. Voices From Wah Koh-Tah. New York: International Publisher, 1974.

A collection of contemporary poetry about the American Indian's historical experiences. This book of poetry dispells many stereotypes and myths. This book can be integrated with various subjects and should not be limited to literature only.

### Primary

Goldreich, Gloria and Ester. What Can She Be? A Newscaster. New York: Lothrop, 1975.

This book is one in a series of career-oriented awakening for young readers. A good introduction to a day in the life of a Black woman newscaster. This book allows teachers an opportunity to begin motivating young Black girls and other minority girls toward a diversity of careers.

## Resources for Asian American Women:

Asian American women have been consistently given little credit for the many achievements which they have made in this society. At least three generations of Asian women have lived in these United States. These resources will provide additional information on the past, present, and future aspects of Asian American women to both educators and students:

### Secondary - Post Secondary

Fujitomi, I. and Wong, D. "The New Asian-American Woman." In S. Cox (Ed.), Female Psychology: The Emerging Self. Chicago: SRA, 1976, pp. 236-248.

This author analyzes the experiences of Asian females in America and provides a historical and contemporary framework for understanding Asian American women.

Junior High

Asian Women in America. Women's Studies Program. Berkeley, California, 1972.

A packet of readings and lessons on Asian American women.

Intermediate

Sone, Monica. Nisei Daughter. Atlantic Monthly, 1953.

The autobiography of a Nisei woman through her childhood struggles with complicating culture and language, into the concentration camps of World War II, and relocation after camps. A very good book for developing a feeling for the social adaptation of a Nisei girl.

Primary

Ching, Annie. (Sa Pagawaan ng Damit) At the Sewing Factory. Asian American Bilingual Center, February, 1978.

A bilingual story of a little girl's experiences, who went to work with her mother. Mary learned about the discrimination which factory workers faced before they were able to form a union.

Visual Aid -- "Cynthia: Japanese American Girl." Filmstrip. Society for Visual Education, 1970.

This is a sound filmstrip with tape cassette. Cynthia is shown at home, in school, and participating in religious and neighborhood activities.

## New W.E.E.A. Staff Member

Pam Bloedoorn has joined the WEEA Project in the half-time position of Post-Secondary Curriculum Specialist on Minority Women. She is replacing Mimi Renfro who has left to join the staff of the Minneapolis Public Schools. Pam will be working with the staffs of the University of Minnesota's Women Studies Department and Hamline University. Welcome, Pam, and good luck, Mimi!

## The Bamboo Curtain is in Your Mind

In my conversations with other Black males, I have found that a great many of us have been limited by the same stereotypical ideas about Asian American women as white men. In fact, far too many discussions have centered on physique and cultural fantasies for me to believe that these attitudes are the exception rather than the rule. There is a great deal of resistance to accepting the fact that many Asian Americans have an American frame of reference and are as comfortable with it as other ethnic groups that have been here since the middle of the 19th century. Furthermore, the medieval civilization from which we expect most Asian Americans to have as a cultural base doesn't exist any more.

For many Black men, firsthand contact with Asian women has been a largely inadvertent result of being in the armed service. It was from a distant male relative returning from the Korean conflict that I first heard the notion that "Asian women really know how to treat a man." Implicit in his comment was the idea that other women, the Black woman in particular, were not as submissive, acquiescent, or attentive to the male ego. When this idea is extended as a criterion for assessing Asian American women, it holdsup no better than when it is applied to Asian women in Asia. Nevertheless, the image of the hard-working, long-suffering, child-bearing Asian American woman is close to stereotypes of Black women and most other minority women held by males (and females) within the majority culture and the minority cultures as well.

My own experiences with Asian American women as a student in college and in the radical student movement are indicative, I feel, of the dedication and leadership ability which they have demonstrated through a century struggle for their dignity and control over their lives.

Other groups have been ignorant of the history and culture of Asian Americansdue in part to the relatively closed nature of their associations. In addition, they have been the recipients of a "respectable profile" from the mass media and have been used as the primary model for the (ethnic) bootstrap ideology of group development. This ignores the poverty, suffering, and general injustice the Asian American community has had to contend with since its origins in the United States.

The fact that a certain over-romanticized and mythological set of behaviors projected about Asian women is held up to other women further obscures our understanding of their diversity.

If Black men are looking for Asian women who know how to treat them, let them look among the Asian revolutionaries who have struggled to build a new society from the ashes of colonialism. Better yet, let them turn to the Asian American women, who have not been lionized as heroines, but without whom the movement for equal rights cannot advance.

Article by W.J. Musa Foster

Project Staff:

| | |
|---|---|
| Gloria L. Kumagai | Director |
| W. J. Musa Foster | Research Assistant |
| Pam Bloedoorn | Post-Secondary Curriculum Specialist on Minority Women |
| Anita Faber Spencer | K-12 Curriculum Specialist on Minority Women |
| Kathleen Renteria | Secretary |


---

INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULUM: WORKSHOP REGISTRATION

NAME_____ SCHOOL_____

POSITION_____ SUBJECT/GRADE LEVEL CURRENTLY TEACHING_____

RETURN TO: W.E.E.A.P. ROOM 110
HIGHLAND PARK ELEMENTARY SCHOOL
1700 SAUNDERS AVE.
ST. PAUL, MN 55116

ROSEVILLE STAFF: RETURN TO FRANK McCRAY, McCARRON'S SCHOOL

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URBAN AFFAIRS / W.E.E.A. PROJECT
INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULUM
HIGHLAND PARK ELEMENTARY SCHOOL 1700 SAUNDERS AVENUE ST. PAUL, MINNESOTA 55116 TELEPHONE:(612) 698-7677

May, 1979

## MINORITY WOMEN'S FOCUS

### American Indian Women

For 9,000 miles along the longitudes that score the western hemisphere, the tribes and nations known as American Indians and Eskimos live in a broad diversity of economic surroundings from almost primeival forests to densely populated cities bulging with the worst of humankind's technological debris. Within these tribes and nations sweeping change has taken place since alien contact 500 years ago. Each century has brought wave upon wave of colonization and economic exploitation of lands and people. No less so, each century has brought alien values to burden the lives of native women and their positions within family and tribal society. Colonialism, which has touched women of color all over the world, has also attempted to dominate the lives and fortunes of western hemispheric native women. A pattern of colonialist styles sweeps across the hemisphere, changing style in this country, allowing more expression in that country, but nonetheless deeply altering the societies within which native women have for centuries lived and labored. Thus we find today many differing tribal societies in different countries with varying influences showing through the modern native woman's lifestyles. Yet despite the heavy colonialist boot, each tribe, each nation that has physically survived the contact, shines through with many tribal characteristics as to be recognizable different and unique. Within those recognizable differences, native American Indian women continue to carry forth their cultures.

Written by Laura Waterman Wittstock

### La Mujer Hispana

The term Hispana is not easy to define, for the group spans a wide range of racial, historical and cultural characteristics. Some Hispanas are recent immigrants to this country, while many come from families whose presence in this area predates the existence of the United States by almost three centuries; others count family residence in this area to before the arrival of Europeans on this continent. Some Hispanas identify with a genetic lineage from Spain, some consider themselves predominantly of Indian descent, and still others claim a heritage of mestizo, mulatto, and other combinations.

integrating
cultural diversity
into
non-sex-biased
curriculum

Hispanic women make up the second largest group of minority women in the United States today. They form approximately 58% of the total Hispanic population of 16 million. Although more than half of this number reside in the five Southwestern states, Hispanas (Hispanic women) are to be found in every state in the nation. Yet despite their numbers, Hispanas have repeatedly found themselves ignored, excluded, and treated superficially or stereotypically within institutional, political, economical and educational structures, popular media, and school curriculum. Too often, the mythical image of Hispanas as passive recipients of the Anglo-dramatized and Anglo-interpreted "machismo" has interfered with Hispanas being taken seriously or even being heard at all. Even in the face of continued cries of protest and documented action, the image of a shy "fan-waving" senorita or a colorfully-fatalistic tortill-maker has overshadowed reality in our textbooks and our students' minds. It is, for this reason, important that educators be aware of the heritage, the contemporary situation, and the perspective of Hispanas.

Written by Carmen Tafolla

## FROM OUR BOOKSHELVES

### Secondary and Post-Secondary

CABEZAS, AMADO Y. and HAROLD T. YEE. Discriminatory Employment of Asian Americans: Private Industry in the San Francisco-Oakland Standard Metropolitan Statistical Area. San Francisco: Asian, Inc., 1977.

This analysis of job discrimination theories are examined as they each offer a separate approach to the problem of discriminatory employment procedures used in hiring Asians.

LERNER, GERDA. BLACK WOMEN IN WHITE AMERICA. Vintage, 1973.

An outstanding and scholarly collection of primary source material on history of Black women in America. Organized into sections representing major themes in the history of Black women: success, slavery, education, making a living, etc.

### Junior High

ANGELOU, MAYA. I KNOW WHY THE CAGED BIRD SINGS. Bantam, 1969. GATHER TOGETHER IN MY NAME. Bantam, 1974. SINGIN' AND SWINGIN' AND GETTING MERRY LIKE CHRISTMAS. Bantam, 1976.

The autobiography triology by the heralded actress and dancer that chronicles her struggles, triumphs and profoundly loving ways.

### Intermediate

Understanding Chinese Americans, 1976 TACT.

These filmstrips provide information for young people on some of the contemporary lifestyles of Chinese Americans.

Primary

CAINES, JEANNETTE. ABBY. Harper & Row, 1973.

Abby is a little adopted black girl. Reading her baby book is a very significant part of her life. Caines relates the true experiences of her adopted daughter. Kellogg does a fine job with the illustrations.

ROHMER, HARRIET and ANCHONDO, MARY. SKYWORLD WOMAN, LA MUJER DEL MUNDO CIELO. Children's Book Press, 1978.

Bilingual Pilipino legend of a goddess called Bugan who married a mortal. The story is beautifully illustrated by Roger Reyes. It also features the Spanish text alongside the English on each page. The illustrative style is as non-western as the story. A very interesting book.

Resources on American Indian and Hispanic Women

The American Indian women that have helped to build this nation are given very little, and more often, no credit. Even though a few of the books on the booklist include both men and women, we would like for you to pay special attention to the involvement of Indian Women.

In recognition of Mexican American Week, it is imperative to recognize the many Chicanas that have contributed to this society in many ways.

Please keep in mind while celebrating American Indian and Mexican American Weeks, there are various materials on these women and their contributions at WEEA Headquarters.

Secondary and Post-Secondary

KING, LOURDES MIRANDA. "Puertorriquenas in the United States," in Civil Rights Digest, Vol. 6, No. 3, Spring, 1974, pp. 20-28.

This article provides an overview of the status of Puerto Rican women in the United States as well as in Puerto Rico. Topics covered are employment, stereotypes, impact of double discrimination, and the women's movement.

ORTIZ, ROXANNE DUNBAR. THE GREAT SIOUX NATIONS. American Indian Treaty Council Information Center/Moon Books, 1974.

Ortiz relates the oral and written history of the Sioux Nations and its struggle for sovereignty. She combines historical facts by women and men of the Sioux Nations. The significance of oral history is evident in this documentary.

Junior High

"A Chicana From Aztlan." Chicana History of the Southwest, Set II, Bilingual Educational Services, 1978.

Chicana women discuss the meaning of their artwork. They explain some of the obstacles they faced.

HARRIS, CHRISTIE. MOUSE WOMAN AND THE VANISHED PRINCESS. Atheneum, 1976. A collection of folk tales from the Northwest Coast Indians.

Mouse Woman is a supernatural being who spends her time joyfully interceding in those matters which bring gods and humans into periodic conflict. Mouse Woman gives advice and accepts gifts in payment, as all things of value are equal, and all services offered must be traded for goods.

These stories give insight into the cultural values of the Northwest Coast Indian tribes. Well illustrated.

Intermediate

DELEEUW, ADELE. MARIA TALLCHIEF. Dell Publishing Company, 1971.
A biography of the American Indian ballerina, Maria Tallchief.

MOHR, NICHOLASA. NILDA. Bantam Books, 1973.
A novel about the daily life of a Puerto Rican teenage girl in Spanish Harlem.

Primary

AIKEN, LARRY. WANDA KEE WAH DIN. Tri-State Community Action Project. Inc. 1971.

Story of a little girl, Wanda. The story tells about her family life on the Pine Tree Reservation and what she does at school. The book places a special emphasis on her Indian heritage.

WEINER, SANDRA. SMALL HANDS, BIG HANDS. Pantheon Books, 1970.

This book contains seven profiles of Chicano migrant workers and their families. Three of the profiles are about Chicanas, providing insight into their lives and problems. The black and white photographs are excellent. Although recommended for students in grades K-3, many 4th and 5th grade students may also find this book interesting and informative.

## UPDATE ON PROJECT PROGRESS

In-service workshops for St. Paul and Roseville teachers on developing culturally diverse non-sex-biased curriculum have been completed for this school year. This month, participating teachers will finish post-testing students in regard to their knowledge of and attitudes toward minority women. The test data will be utilized to determine the impact of culturally diverse non-sex-biased curriculum on students. In addition, teachers will complete a final evaluation on their experiences in project activities.

Audio-visual development continues with the development of two more slide-tapes -- one on American Indian women and one on Hispanic women. Work began in April on a slide-tape on racism and sexism.

Project headquarters will be open during the summer. Teachers are invited to call and/or stop by to use resources and view audiovisuals.

## BUTTERFLIES IN AMBER:
## HISPANIC AND INDIAN WOMEN IN THE PRIMITIVE PRESENT

One of the safest ways for historians or sicial scientists to purseu their work is to write about a group of people so obscure or chronologically removed from the present that there is no danger of intellectual reprisal or reprimand. Another subtle strategy is to lable a people as primitive, thereby installing them in the past forever, which is, in effect, to render them dead and defenseless. It is in such a context that generations of Americans have been led to view the indigenous people of this country and to some extent persons of Hispanic origin as well.

Most early societies in the Americas were founded on egalitarian relationships between the sexes. This was a necessity of agrarian cultures and to a certain extent, a common feature of the less sedentary peoples. Women were vital to agricultural production and also were among the earlies utilitarian craftspersons. Their positions as counsellors, shamans, and leaders were more often the rule than the exception.

European expansionists voyaging to "new worlds" carried with them a highly assumptive way of viewing what they encountered. Male domination of an unmitigated nature was an assumed characteristic of and one of several romantic myths about the so-called "primitive cultures." One has but to read any of the explorers' journals to document the assertion that early European experiences with aboriginal peoples in the Americas did little to dispell these erroneous notions. Whatever the "old world" interlopers saw, they filtered through biased symbol systems and inadequate analogies.

European colonization resulted in the loss of land and freedom for aboriginal peoples, who were anything but primitive. It also resulted in a drastic altering of sex roles. For the American Indian, early "Hispanic," and "Afrohispanic" societies, white ascendency forced a compartmentalized role for women, and introduction of an inflexible patriarchecal hierarchy subject to foreign domination and, what is worse, encouraged a view of women by males within these cultures comparable to that held by the colonizers.

Over the centuries, Indian, Hispanic, and Afrohispanic women bore the brunt of this double oppression compounded by incorrect representation in historical and social science contexts. They are, in the minds of the uninformed, trapped in the "primitive present." The images projected about them are perversely dichotomous. We see them preparing hides, erecting teepees, tilling the earth, slapping those tortillas down, and having one child after another; or they are portrayed in a manner analogous to the ways in which those explorers and colonizers perceived the "new" lands: virginal; exotic; sensually inviting; passively awaiting exploitation; and essentially defenseless.

A greater travesty lies in the attitude among some Indian and Hispanic men that women's rights issues are a "white wedge of division." As other minority males are prone to do, they call for a return to a "Golden Age" before the coming of the white man, when roles were clear and unchallengeable and everybody was happy in their place.

Even if one thought this to be a good idea, the fact remains that these "ancient cultures" give every appearance of having been far more egalitarian than our contemporary male chauvinists are aware of or will admit. In fact, the status of Red and Brown women has degenerated, in most instances, to a state that can barely be compared with "what once was." No person genuinely concerned with the cultural integrity of Indian, Hispanic, and Afrohispanic peoples can embrace a narrow, unequal, or paternal position regarding women's rights. To do so is to further envelope a vital and inexpendable human resource in the misconceptions of a "primitive" ideology that so desparately needs to be discarded today.

Written by W.J. Musa Foster

Project Staff:

| | |
|---|---|
| Gloria L. Kumagai | Director |
| W. J. Musa Foster | Research Assistant |
| Pam Bloedoorn | Post-Secondary Curriculum Specialist on Minority Women |
| Anita Faber Spencer | K-12 Curriculum Specialist on Minority Women |
| Kathleen Zusan-Renteria | Secretary |

APPENDIX C

saint paul public schools
URBAN AFFAIRS / W.E.E.A. PROJECT
INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULUM
HOMECROFT ELEMENTARY SCHOOL 1845 SHERIDAN AVENUE ST. PAUL, MINNESOTA 55116 TELEPHONE: (612) 698-7677

September, 1979

## MINORITY WOMEN'S FOCUS

### St. Paul Schools Receives New WEEAP Grant

The St. Paul Schools has received a new Women's Educational Equity Act Project (WEEAP) Grant. Funded for two years as of October 1, 1979, the new grant is called "Developing Multi-Media Curriculum Aids for Teaching About Minority Women." Its purpose is to develop multi-media curriculum aids for teaching about minority women, i.e. American Indian, Asian and Pacific American, Black, and Hispanic, in a variety of subject areas in elementary and secondary curriculum systems and an exportable in-service training module to train educators in the use of developed products. Instructional materials, audio-visuals, a teacher's manual, and an in-service training module will be developed and field-tested in rural and urban public schools within the state.

The project is one of twenty-six general grants funded by the U.S. Office of Education. Over five hundred proposals were submitted for funding.

Project staff positions include two K-12 Curriculum Specialists on Minority Women. The job postings for these positions are available from the Personnel Department. The project director is Gloria Kumagai.

### New Project Headquarters

We have moved to Room 202 of Homecroft Elementary School, 1845 Sheridan. The resource materials and books are available to be checked out for a two-week period. Project office hours are 8:00 a.m. to 4:30 p.m. weekdays. The telephone number is 698-7677.

integrating cultural diversity into non-sex-biased curriculum

## What We Did During the Summer

Staff members of Integrating Cultural Diversity into Non-Sex-Biased Curriculum were busy this summer finalizing project products. The following materials were finished for submission to the Women's Program Staff in Washington, D.C.:

Elementary Curriculum Guide
Secondary Curriculum Guide
Annotated Bibliography on Minority Women
One filmstrip on American Indian Women
One filmstrip on Hispanic Women
Revisions on the filmstrips on Black women, Asian American women, and Women of Color.

At the present, the following products are being completed:

User's guide for the filmstrips on minority women
Workshop training manual
Final evaluation report on project participants and activities

Integrating Cultural Diversity into Non-Sex-Biased Curriculum is scheduled to end on September 30, 1979. However, a three-month extension has been applied for to ensure adequate field-testing of filmstrips and the workshop training manual. The next issue of Minority Women's Focus will have information on evaluation conducted on project participants and activities.

## FIELD-TESTING WORKSHOP

A workshop to field test our in-service training model will be conducted on October 2, 3, 4. Substitute service will be provided for the three days during which teachers are involved. For more information and registration, call Anita Faber Spencer at 698-7677.

## You Are Cordially Invited to Attend a Very Special Event!

The W.E.E.A. Media Hour

Date: Tuesday, September 25, 1979
Time: 1:00 - 5:00
Place: 360 Colborne Auditorium

The Women's Educational Equity Act Project is completing its second year of this project. We would like to invite you to attend our Media Hour and view the five slide-tapes developed by the project staff with the help of the Roseville and St. Paul District #625 teachers.

1. View with us the five slide-tapes
2. Review curriculum materials
3. Look through our books

Hope to see you there. For more information, call 698-7677.

## A Note From the Director

At this time, I would like to express my gratitude to each person who participated in Integrating Cultural Diversity into Non-Sex-Biased Curriculum during the past two years. The project has been an exciting venture and the products represent many hours of hard work and commitment on the part of a great many people.

A special note of thanks to the second-year project staff. Their support, enthusiasm, and involvement will be long remembered and appreciated.

Integrating Cultural Diversity into Non-Sex-Biased Curriculum has been the only project in the country focusing on America's women of color. The filmstrips and lesson plans will be welcomed additions as resources for teaching about minority women. Much positive feedback has been received about them and many teachers have expressed interest in utilizing our resources during this coming school year.

With the interest and enthusiasm generated by those involved in our project, Integrating Cultural Diversity into Non-Sex-Biased Curriculum is well on its way to implementation at many different levels of education.

WELCOME BACK!!!

Project Staff:

Gloria L. Kumagai
Project Director

W.J. Musa Foster
Research Assistant

Anita Faber Spencer
K-12 Curriculum Specialist
on Minority Women

Kathleen Zusan
Secretary

saint paul public schools
URBAN AFFAIRS / W.E.E.A. PROJECT
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October/November, 1979

# MINORITY WOMEN'S FOCUS

## Five Slide-Tapes on Minority Women Available

Five slide-tapes on minority women are available for staff meetings and in-service. These audio-visual materials were shown at the W.E.E.A. Media Preview held on September, 25, 1979. The titles are:

America's Women of Color: Past, Present, and Future
American Indian Women
Asian American Women
La Mujer Hispana: Mito y Realidad (The Hispanic Woman: Myth and Reality)
Not About To Be Ignored (Black Women in America)

Each slide-tape is approximately 15 minutes in length and covers aspects of history, present-day status, and concerns of each group of women. The audio-visuals were developed for adults and have been used by some teachers at the secondary level with students.

If you are interested in a presentation on any or all of the above slide-tapes, please call Linda Garrett or Anita Faber Spencer at 698-7677.

## Linda Garrett Joins W.E.E.A. Project Staff

Linda Garrett has joined the W.E.E.A. project, Developing Multi-Media Curriculum Aids for Teaching About Minority Women, as a K-12 Curriculum Specialist on Minority Women. Linda has a rich and varied background in education. She has had experience as an elementary classroom teacher working with grades K-12, and as a teacher trainer in the ESAA Multicultural Education Training Center and the Program for Educational Opportunity, University of Michigan at Ann Arbor.

The project staff for the 1979-80 year includes Gloria Kumagai, Project Director; Anita Faber Spencer, K-12 Curriculum Specialist on Minority Women; and Kathleen Zusan, secretary.

## Project Staff and Regional Workshops

The Equal Educational Opportunities Section of the State Department of Education has been conducting workshops on elimination of sex bias in curriculum during October and November. Workshops have been held throughout Minnesota in areas, such as Thief River Falls, Marshall, Duluth, Alexandria, Mankato, Fergus Falls, Rochester, and St. Paul. W.E.E.A. project staff accepted the invitation to conduct a two-hour session in each workshop on countering sex bias in existing curriculum materials. Products from Integrating Cultural Diversity into Non-Sex-Biased Curriculum were utilized and shared with participants. In addition, potential participants/field-testers of newly developed curriculum aids in this year's W.E.E.A. projcet were recruited.

Anita Faber Spencer, who assisted in all workshops, summarized her experience with these comments:

> We are very pleased to have the opportunity to disseminate our curriculum materials throughout the state and give educator; an overview of the procedures which we have developed for putting together lesson plans. Thank you to those who participated and are interested in our project.

## Ideas and Suggestions for Teaching About Minority Women in the Classroom

1. Invite "Women of Color" into the classroom to discuss occupations and conerns of today.

2. Make a scrap book using newspaper and magazine articles. Be creative. Use titles, such as, "Today's Women of Color: Issues and Concerns."

3. Write letters to publishers and authors about books that are stereotypical or discriminatory.

4. Make a timeline calendar of events for America's Women of Color. Make the calendar by dates of births or accomplishments.

5. Make charts which demonstrate ecomonical and occupational standings of minority women.

6. Intermediate students may survey the career plans of girls and boys K-3. Notice if there is a difference between minority girls and boys and majority girls and boys. Notice if career choices are sex stereotyped.

7. Watch one minority family situation comedy on television for several weeks. How do the roles of fathers and mothers, sons and daughters on the show compare with family life as you know it? Describe all the family members' roles.

8. Make a booklet and write a report on "Women of Color in Advertisements." Select several advertisements from television, magazines, or radio and use them to show how women or men are viewed by the people who create advertisement.

9. Make a bulletin board display of minority men and minority women engaged in non-stereotypical activities or of "breakthroughs" for either sex. Use pictures and articles from current newspapers and magazines for this purpose.

10. Interview "Women of Color" in the community asking them about race and sex discrimination problems.

All of the above ideas were used by teachers who participated in the W.E.E.A. project, Integrating Cultural Diversity into Non-Sex-Biased Curriculum. Two curriculum guides -- an elementary and secondary -- are being printed and will be available in December or January. Watch for them!

## Field-Testing Workshop

Our field-testing workshop was held on October 2, 3, and 4, 1979 and attended by twelve teachers. At that time, the in-service training model was field-tested by Anita Faber Spencer with the assistance of two Roseville teachers, Joyce Bell and Sharon McIntyre. Both Ms. Bell and Ms. McIntyre participated in prior workshops, developed lesson plans on minority women, and field-tested them in their classrooms.

With the information and feedback gained from this workshop, the teacher training manual is being revised and will be sent to selected staff development and teacher training personnel for further feedback. In December, the manual will be finalized and sent with the other project products to the Women's Educational Equity Act Program, U. S. Office of Education for national dissemination.

## Audio-Visual Resources

Annie and the Old One. New York: Newbery Award Records, 1979.

Filmstrip and tape of the Newbery Award-winning book by Miska Miles. A sensitive story of a young Navajo girl coming to grips with the death of her grandmother. (Elementary.)

Unlearning "Indian" Stereotypes. New York: Council on Interracial Books for Children, Inc., 1977.

This kit contains a study of stereotyping in children's books, "don'ts" on teaching Indians, classroom activities, suggestions, and a filmstrip featuring Native American children reviewing children's books. (Elementary.)

Chicano History of the Southwest - Set II: A Chicana from Aztlan. South Pasadena: Bilingual Educational Services, Inc., 1978.

A young Chicana artist sees her cultural roots as originating from all parts of the world. (Secondary.)

The following is a letter sent from the White House. . .

THE WHITE HOUSE

WASHINGTON

October 4, 1979

Dear Mr. Young:

In early August, I had the pleasure of addressing participants in the Women's Educational Equity Act Program, a discretionary grants program administered by the Office of Education. The goal that unites these dedicated women and men, representing colleges and universities, state and local educational agencies, as well as private non-profit organizations, is the elimination of inequities that exist in the nation's educational system.

Over 500 proposals for the development of educational materials and model programs were submitted in the most recent round of competition for WEEA grants. Only 49 projects were funded. I would like to take this opportunity to congratulate you, your school district and Ms. Gloria Kumagai who received one of these highly sought-after grants.

Your leadership in supporting the WEEA-funded project is invaluable and will help ensure its success as well as the success of this national effort to make our educational systems responsive to the critical needs of girls and women.

Sincerely,

Sarah Weddington

Sarah Weddington
Assistant to the President

Mr. George P. Young
Superintendent
St. Paul Public Schools
360 Colborne Street
St. Paul, MN 55102

121

OCT 12 1979

saint paul public schools
URBAN AFFAIRS / W.E.E.A. PROJECT
INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULUM
HOMECROFT ELEMENTARY SCHOOL 1845 SHERIDAN AV. ST. PAUL, MINNESOTA 55116 TELEPHONE:(612) 698-7677

December, 1979

## MINORITY WOMEN'S FOCUS

### W.E.E.A. PROJECTS GET NOTICED!!

News of the St. Paul W.E.E.A. projects has been spreading recently. We were featured in the St. Paul Public Schools in the November issue of the Report Card. Project staff has been interviewed for articles in the 3M newsletter, a foreign language journal, and the Pioneer Press. In addition, both W.E.E.A. projects, Integrating Cultural Diversity into Non-Sex-Biased Curriculum and Developing Multi-Media Curriculum Aids for Teaching About Minority Women were listed in a bibliography on Black women and education published by the Women's Educational Equity Communications Network of Far West Laboratory in San Francisco.

### HELP WANTED

We are in the process of collecting data about minority women in the areas of Science and Mathematics. We were very pleased to find an article in La Luz magazine that deputs the roles of ten Hispanic women in the NASA Space programs. Some of the positions held by these women are:

Project Engineers for Life Science Experiments
Accountants
Mathematics Engineers
Mathematician Data Analysts
Mission Specialist for the Shuttle Programs

There were also three Hispanics recruited for the 1980 astronauts' space shuttle program.

We would like to ask for your assistance! If you have any information pertaining to minority women in Science and/or Mathematics, please notify us immediately. Ask for either Anita Spencer or Linda Garrett - 698-7677.

integrating cultural diversity into non-sex-biased curriculum

## Project Presentations

The W.E.E.A. staff has been busy this month. We have visited staff meetings, spoken to classes, and presented our five slide-tape shows in many places, including...

... Johnson High School, Staff In-Service Day
... Brown House, Social Studies classes
... Human Relations for Civil Service workers
... Mounds Park Junior High School, Social Studies/English class
... Parkway Elementary School, Reading class
... Eastern Heights Elementary School, staff meeting
... State Department, workshop for Twin Cities and surrounding communities
... State Department, workshop in Rochester

## RESOURCES

Are you aware of the variety of magazines and newspapers published nationally and locally by and for People of Color? Below is a sample of the available periodicals. Look for these periodicals at the W.E.E.A. Project, at the cultural resource centers, and in your school library!

INTERRACIAL BOOKS FOR CHILDREN BULLETIN (Eight times a year)
Council on Interracial Books for Children, Inc.
1841 Broadway
New York, NY 10023

This bulletin reviews and evaluates children's books, checking carefully for racism and sexism. The book reviewers always include people of the minority group featured in the book. There are always articles which help readers to develop their skills at evaluating books. Past issues feature extensive studies of books about particular cultural/racial groups.

THE WEEWISH TREE (Six times a school year)
American Indian Historical Society
1451 Masonic Avenue
San Francisco, CA 94117

The Weewish Tree is a magazine of Indian America for young people. It features legends, poetry, book reviews, and explanations of Indian customs of many tribes. This magazine is excellent for classroom use with Indian and non-Indian students.

EBONY JR! (Ten issues a year)
Johnson Publishing Co., Inc.
820 S. Michigan Avenue
Chicago, IL 60605

This magazine is geared to children of all groups, although the features are about Black people. Learning activities (phonics, quizzes, math, etc.) for children are a monthly feature along with poetry, fiction, profiles, and Black history. This magazine is a classroom necessity.

AKWESASNE NOTES (Five times a year)
Mohawk Nation
Via Rooseveltown, NY 13683

Akwesasne Notes, a newspaper, features articles about Indian tribes all over the country. It includes position papers, book reviews, and poetry. This newspaper is helpful in keeping up to date on national concerns of American Indians.

ESSENCE (Monthly)
Essence Communications, Inc.
1500 Broadway
New York, NY 10036

Essence is a Black woman's magazine with wide appeal. Features include profiles of Black women and their contemporary concerns as well as careers, health, travel, the arts, food, fashion, fiction, and poetry. Essence conducts reader surveys and publishes the results. These surveys often give insight into the concerns of Black women.

NUESTRO - The Magazine for Latinos (Monthly)
Nuestro Publications, Inc.
1140 Avenue of Americas
New York, NY 10036

Nuestro features articles of interest to all including, but not limited to, politics, profiles of Latinos, reviews, poetry, and fiction. It includes the Regional Report which highlights news of the Midwest, Northeast, Southeast, Southwest, and West Coast giving Nuestro broad appeal. The June/July, 1979 issue is of particular interest as it is devoted entirely to the Latina and her contemporary concerns.

JADE (Quarterly)
Jade Publications
3932 Wilshire Blvd.
Los Angeles, CA 90010

Jade, an Asian American magazine, features articles on varied topics including profiles of Asian Americans, careers, art, cooking, history, and music. An added bonus to teachers is the large number of photographs of contemporary Asian Americans which can be used in the classroom when teaching about Asian Americans.

MORE ON PERIODICALS NEXT MONTH

## BLACK WOMEN IN HISTORY

ROSA PARKS -- December 1, 1955.
On this day, Mrs. Parks refused to "move to the rear" of the Cleveland Avenue bus in downtown Montgomery, Alabama. Her action sparked a protest which gave impetus to the civil rights movement.

MOTHER MATILDA BEASLY (nun) -- December 20, 1903. Born 1843, Died 1903.
She gave her inherited property to the Sacred Heart Church for the founding

of the St. Francis Home for Colored Orphans. Her life was spent ministering to the poor of Savannah, Georgia.

MADAME C.J. WALKER (business) -- December 23, 1919. Born 1869, Died 1919. She was one of the first women of any race in America to become a millionaire through her own efforts. She invented a hair softener and a straightening comb and set up her own company to manufacture these and other beauty products.

ZELMA WATSON GEORGE (singer-U.N. Delegate) -- December, 1949. She created the role of Mme. Flora in Menotti's, The Medium for the Karamu House production presented in Cleveland, Ohio, December, 1949. In 1960, she was appointed an alternate delegate to the 15th Assembly of the United Nations.

LUCY SESSIONS -- December 8, 1850. She was the first Black woman in the United States to earn a degree. She graduated from Oberlin College.

MARY FIELDS -- December 12, 1895. "Stagecoach Mary" carried the U.S. Mail via stagecoach in Montana.

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Stereotypes are very real distortions which exist in our daily lives. Textbooks also have many inaccurate facts. Stereotypes can be defined as set images which are applied to members of certain groups of people that have inaccurate information.

How accurate are your facts? True/False: Indicate whether each of the following statements is true or false by placing a "T" or "F" in the space preceding it.

_____1. Pilipino American women have the highest level of educational achievement of any group in the U.S.?
_____2. Chicanas and Puertorriquenas have avoided politics and social activism because there is no precedent for this behavior among females in Latino cultures.
_____3. The promiscuity that early explorers found among Indian women was due to their more sexually "liberated" role in the indigenous society.
_____4. The expression, "Sapphire," used in the context of Black culture, refers to a woman of brilliant intellect.

HOLIDAY SHOPPING?

Looking for a gift for a special child? Don't forget non-racist, non-sexis books for children! Need specific suggestions? Call W.E.E.A.; Linda Garrett or Anita Spencer will be glad to suggest specific titles.

** HAPPY HOLIDAYS! **

Project Staff

Gloria L. Kumagai, Project Director
Linda Garrett, K-12 Curriculum Specialist on Minority Women
Anita Faber Spencer, K-12 Curriculum Specialist on Minority Women
Kathy Zusan, Secretary

APPENDIX D

(Use one sheet per lesson.)

END OF YEAR PROGRESS REPORT
for
LESSON PLANS

Evaluation: _____

Pre-Testing Dates: _____

Post-Testing Dates: _____

Name: _____

School: _____

Grade Level: _____

Title of Lesson: _____

Please check completed areas and attach to the front of lesson plans. If you did not complete an area, please indicate reason. If only field testing, please place sheets in front of book and indicate pages.

Checklist of Format:

Page:

| | Good | Fair | Poor |
|---|---|---|---|
| Group(s): | ___ | ___ | ___ |
| Key Concept(s): | ___ | ___ | ___ |
| Generalizations: | ___ | ___ | ___ |
| Behavioral Objectives: | ___ | ___ | ___ |
| Teaching Procedures: | ___ | ___ | ___ |
| Evaluation Procedures: | ___ | ___ | ___ |
| Resource Materials: | ___ | ___ | ___ |
| Objective Attainment Form: | ___ | ___ | ___ |

COMMENTS:

W.E.E.A. PROJECT

"INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULUM"

Final Evaluation
Spring 1979

This survey gives you an opportunity to share with us your overall views on the project. The information you provide will help us refine our program.

Thank you for your cooperation and for your participation in the project.

1. Overall, what do you think have been the major strengths/positive aspects of the project?

2. Overall, what do you think have been the major weaknesses/negative aspects of the project?

3. What has been your most positive experience in connection with the project?

4. What has been your least positive experience in connection with the project?

5. One a scale from 1 to 5, on which 4 = excellent, 3 = good, 2 = fair, and 1 = poor, how well did the project meet your needs in the following five areas:

   a. Provided help in developing an awareness of the concerns of minority women.

   | 1 | 2 | 3 | 4 |
   |---|---|---|---|
   | poor | fair | good | excellent |

   b. Provided information about minority women.

   | 1 | 2 | 3 | 4 |
   |---|---|---|---|
   | poor | fair | good | excellent |

   c. Provided materials on minority women.

   | 1 | 2 | 3 | 4 |
   |---|---|---|---|
   | poor | fair | good | excellent |

   d. Provided help in developing curriculum on minority women.

   | 1 | 2 | 3 | 4 |
   |---|---|---|---|
   | poor | fair | good | excellent |

   e. Provided assistance in implementing integrated curriculum.

   | 1 | 2 | 3 | 4 |
   |---|---|---|---|
   | poor | fair | good | excellent |

6. In general, on a scale from 1 to 5, in which 4 = excellent, 3 = good, 2 = fair, 1 = poor, how well do you feel students responded to your revised curriculum?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| poor | fair | good | excellent |

7. Have any other faculty members expressed an interest in:

   a. Using material developed in the project?
   b. Using project resources?
   c. Purchasing project materials?

8. Did you receive any parental response to your work with the project? Please explain.

| Positive | Negative |
|---|---|
| | |

9. Did you use minority women as resource persons in your classroom? If not, why?

10. Are there services which the resource center/project staff did not provide which would have been of assistance to you?

11. Do you have any comments or suggestions about giving the student attitudinal tests? If so, please list them.

12. Do you have any comments or suggestions about the establishment and recording of criterian-referenced cognitive behavioral objectives? If so, please list them.

13. If the project were to continue, how would you choose to participate next year? Circle the applicable choices.

   a. Not at all.
   b. I would continue to use the lesson plans I have developed.
   c. I will further integrate minority women into my curricula.
   d. I would like to assist with in-servicing others.
   e. Other

14. Do you have any other comments, suggestions, criticisms, etc.?

W.E.E.A. PROJECT

"INTEGRATING CULTURAL DIVERSITY INTO NON-SEX-BIASED CURRICULUM"

Final Progress Report
Spring 1979

1. What were the strengths of the new curriculum you taught?

2. What were the weaknesses?

3. What was the overall response of your students to the new curriculum? Underline one choice: Excellent; Very Good; Fair; Poor.

4. Which of the four concept areas that you taught were received most positively? (Discrimination, similarities, differences, stereotyping.)

5. Which were received least positively?

6. Did you have access to materials which adequately illustrated what you taught?

7. Were you able to utilize resources available through the project? If you were, please identify them. If you were not, please explain why.

8. What has been the overall response of your students to culturally diverse non-sex-biased learning materials?

9. Rank the following from 1 (lowest) to 5 (highest) in order of their value in teaching the new curriculum.

_____ W.E.E.A. Curriculum Guide

_____ W.E.E.A. Teacher Training Manual

_____ Lesson plans developed during project workshops

_____ Culturally diverse non-sex-biased learning materials from the project

_____ Other (specify)

10. Rank the following from 1 (lowest) to 5 (highest) in order of their use in teaching the new curriculum.

_____ W.E.E.A. Curriculum Guide

_____ W.E.E.A. Teacher Training Manual

_____ Lesson plans developed during project workshops

_____ Culturally diverse non-sex-biased learning materials from the project

_____ Other (specify)

11. Did you modify the lesson plans you incorporated from the curriculum guide? If so, describe the changes briefly.

| Deletion | Addition |
| --- | --- |
| | |

12. What was the total amount of time you spent teaching the new curriculum?

13. What was the average time spent teaching each lesson?

APPENDIX E

# *Integrating Cultural Diversity Into Non-Sex-Biased Curriculum*

A WEEA PROJECT

saint paul public schools
URBAN AFFAIRS
PUBLICATION 7878030 FALL 1978

# The Project

"Integrating Cultural Diversity into Non-Sex-Biased Curriculum" is a two year project funded by the Women's Educational Equity Act Program, U.S. Office of Education. It is based on the needs for students to understand the status, needs and contributions of minority women of color, i.e. Asian American, Black American, Hispanic and American Indian; and for teachers to have assistance in integrating relevant aspects of history, culture and contributions of these women into their existing classroom curricula.

# Participating Institutions

The four institutions participating in the project are: Roseville Area Schools, St. Paul Public Schools, Hamline University and the Women's Studies Department at the University of Minnesota.

A resource center stocked with diverse resource materials on minority women is located at Project Headquarters, Room 110, Highland Park Elementary School, 1700 Saunders Avenue, St. Paul, Minnesota 55116. The telephone number is 612-698-7677.



# Objectives

1. The existing research, literature and information on minority women will be collated by project staff.

2. A collaborative training model with process and content components to integrate minority women curriculum into the curriculum of women's studies and other areas of instruction in selected elementary and secondary schools, colleges and universities will be developed by project staff and participating educators.

3. Curriculum packets/resource guides on minority women will be developed and piloted on the elementary and secondary levels.

4. Multi-media, i.e. a series of filmstrips/slide-tape shows, which document the role of minority women in current issues pertinent to women will be developed for use in classrooms and in-service training.

# Progress/ First Year

During the project's first year (1977-78), the following activities were accomplished:

1. Teachers from St. Paul Schools and Roseville Area Schools participated in in-service training and developed lesson plans and activities for integrating minority women into their classroom curricula.

2. The available research and statistical information on minority women was documented in the form of "Research Abstracts."

3. Publication of Elementary and Secondary Curriculum Guides on Minority Women containing lesson plans and activities developed by teachers.

4. Publication of a sample bibliography on minority women containing resources for all levels of education.

5. Development and publication of a teacher's training manual for use in in-service workshops during the project's second year.

6. Development of two filmstrips on minority women for use in in-service training sessions and classrooms

# Second Year

Activities for the project's second and final year (1978-79), will include:

1. In-servicing of educators from the participating institutions.

2. Field-testing of integrated curriculum developed during the first year and development of more culturally diverse non-sex-biased curriculum.

3. Final up-dating of resources for the "Research Abstracts" and bibliography.

4. Development of two more filmstrips on minority women.

Project staff consists of the Director, 2 Curriculum Specialists on Minority Women, 1 Research Assistant and 1 Secretary.

Formal work on Integrating Cultural Diversity into Non-Sex-Biased Curriculum will be completed by September, 1979.

For more information write to:

Gloria L. Kumagai, Director
Women's Educational Equity Act Project
Highland Park Elementary School, Room 110
1700 Saunders Avenue
St. Paul, Minnesota 55116
Telephone: (612) 698-7677

Individuals who would like to participate in project activities should contact the project office.

Funded by the Women's Educational Equity Act Program, U.S. Office of Education. The views expressed in this brochure do not necessarily reflect the ideas of the funding source.